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ADMINISTRATION

At Texas A&M University-Texarkana, our primary focus is our students. As a comprehensive regional university, we provide rewarding educational experiences that prepare students to be leaders in their chosen professions.

Texas A&M University-Texarkana is led by Dr. Emily Cutrer. The Texas A&M University System Board of Regents provides governing oversight. Texas A&M University-Texarkana's administrative offices contribute efficient and effective services essential to supporting the university's mission.

Administrative Offices include:

- Office of the President (http://www.tamut.edu/About/Administration/office-of-the-president)
- Office of the Provost (http://www.tamut.edu/About/Administration/office-of-provost)
- Associate Provost (http://www.tamut.edu/About/Administration/associate-provost)
- Accounting (http://www.tamut.edu/About/Administration/Accounting)
- Budget and Planning (http://www.tamut.edu/About/Administration/Budget-and-Planning)
- Business Office (http://www.tamut.edu/About/Administration/Business-Office)
- Compliance (http://www.tamut.edu/About/Administration/Compliance)
- Environmental Health and Safety (http://www.tamut.edu/About/Administration/Environmental-Health-and-Safety)
- Extended Education and Community Development (http://www.tamut.edu/eecd)
- Finance (http://www.tamut.edu/About/Administration/Finance)
- Human Resources (http://www.tamut.edu/About/Administration/Human-Resources)
- Information Technology (http://www.tamut.edu/About/Administration/Information-Technology)
- Institutional Data Management (http://www.tamut.edu/About/Administration/Institutional-Data-Management)
- Payroll (http://www.tamut.edu/About/Administration/Payroll)
- Purchasing (http://www.tamut.edu/About/Administration/Purchasing)
- University Advancement (http://www.tamut.edu/About/Administration/University-Advancement)
- University Police (http://www.tamut.edu/About/Administration/University-Police)

Statement of Equal Opportunity

Texas A&M University-Texarkana does not discriminate on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status in its academic programs, activities, or employment practices. Students may direct inquiries regarding compliance to Human Resources, 7101 University Ave., Texarkana, Texas 75503, telephone (903) 223-3012; the Director of the Office for Civil Rights, Department Education, Washington, D.C.; or the Texas Commission on Human Rights, Austin, Texas.
I am honored and pleased to serve as the President of Texas A&M University-Texarkana, a university committed to academic excellence, student success, and community engagement and leadership.

Texas A&M-Texarkana has served the higher-education needs of our region since 1971 and has been a proud member of The Texas A&M University System since 1996. We have had a great past and look forward to an even stronger future. Thanks to the vision and hard work of our faculty, staff, and community supporters, we have embarked on a new era at our lovely Bringle Lake campus. We are transforming an already-fine institution into a truly comprehensive university that offers a wide array of degree programs, student activities, and residential facilities.

While we provide opportunities associated with large universities, we also hold fast to our small-campus feel. Indeed, faculty know students by their names, not their ID numbers. Our small class sizes encourage interaction among students and faculty, and our staff are dedicated to meeting students’ individual needs. This emphasis on student engagement, both inside and outside the classroom, is a hallmark of the A&M-Texarkana experience and one that makes this university a very special place to earn your college degree.

All of us on campus are here to help you achieve your educational goals and are proud that you have joined the Eagle Family as it soars to even greater heights.

Dr. Emily Cutrer

President
Accreditation, Memberships, and Affiliations

The Southern Association of Colleges and Schools Commission on Colleges (http://www.sacscoc.org) has accredited Texas A&M University-Texarkana to award Baccalaureate, Master and Doctoral degrees. For questions about the accreditation of Texas A&M University-Texarkana, contact the Commission on Colleges at:

Commission on Colleges
Southern Association of Colleges and Schools Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097
Telephone: (404) 679-4500
Fax: (404) 679-4558

Other Accreditations
- Accreditation Board for Engineering and Technology, Inc (ABET)
- Commission of Collegiate Nursing Education (CCNE)
- Council for Accreditation of Counseling and Related Educational Programs

Community College Partnerships
- Texarkana Community College (https://www.texarkanacollege.edu)
- Northeast Texas Community College (http://ntcc.edu)
- Paris Junior College (http://www.parisjc.edu)
- Collin County Community College (http://www.collin.edu)

Local, Regional, and National Partnership Programs
- Center for Legal Studies (http://www.legalstudies.com/schools/TAMUT.html)
- East Texas Writing Project (http://www.tamut.edu/ETWP)
- North East Texas Community College/ Texas A&M University-Texarkana (http://web.tamut.edu/Admissions/Apply/NTCC)
- Pathway Program with College Station’s Bush School (http://web.tamut.edu/Academics/Colleges-and-Departments/CASE/pdf/Bush-School-Pathway-Program-Info.pdf)
- Texarkana Young Writers Program (http://web.tamut.edu/young-writers)
- Teacher Preparation- Undergraduate (http://web.tamut.edu/Academics/Colleges-and-Departments/CASE/Undergraduate-Programs/Teacher%20Preparation%20Program%20Undergraduate/Program%20Completion.html) / Graduate (http://web.tamut.edu/Academics/Colleges-and-Departments/CASE/Graduate-Programs/Alternative-Certification-Program/Program%20Completion.html)

Affiliations and Memberships
- Academy for Studies in International Business
- American Association of Colleges of Nursing
- American Association of Notaries
- American Association of State Colleges and Universities
- American Payroll Association
- Amigos Library Services
- Association of College and University Telecommunications Administrators
- Association to Advance Collegiate Schools of Business
- Better Business Bureau
- Council for Advancement and Support of Education District IV
- Educause
- Innovative Users Group
- Mount Pleasant/Titus County Chamber of Commerce
- National Academic Advising Association
- National Association of College and University Business Officers
- National Association of Educational Procurement
- National Association of Student Financial Aid Administrators
- National Tutoring Association
- Northeast Texas Consortium of Colleges
- Southwestern Business Dean’s Association
Campus Security

Campus Security and Safety

The university endeavors to place the safety and health of students, employees, and visitors above all other priorities. Nothing is more important than a human life. The university currently has a chief of police, a police sergeant, and four police officers. All are licensed, commissioned police officers in the state of Texas. The University Police Department (UPD) also employs two security officers. In the event of an emergency or the need to report any criminal activity, please call the UPD directly at (903) 334-6611 or on campus at extension 6611. The UPD will handle the request for assistance immediately.

A&M-Texarkana encourages students to become familiar with the Code of Student Rights and Responsibilities (http://www.tamut.edu/Campus-Life/Support-Resources/Student-Conduct/Code.html). A&M-Texarkana will prosecute all violators of the criminal portion of the Code as well as all those who engage in criminal activities on campus through the criminal-justice system. The UPD encourages students, faculty, and staff to take responsibility for their own security and safety as well as that of others while on the campus. Working together will minimize risk and will help ensure the safety and security of all.

Campus Crime Statistics

In compliance with Federal law, the Texas A&M University-Texarkana University Police Department prepares an annual campus crime report (http://www.tamut.edu/About/Administration/University-Police/Campus-Safety-Reports.html) to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act). This report is prepared with the cooperation of the local police department, Office of Student Life, Office of Residence Life, Office of Admissions, Human Resources Office, and the Judicial Affairs Officer.

The "Campus Safety Report" provides information on campus security, crime-prevention practices, reporting crimes, drug-and-alcohol information, sexual assaults, and crime statistics showing the amount of crime occurring on campus over the last three-year period. The annual security report can be accessed on the University Police Department (http://www.tamut.edu/About/Administration/University-Police) website, or a paper copy can be obtained by contacting their office at (903) 334-6611.

Sex Offender Registration Information

The Federal Campus Sex Crimes Prevention Act requires institutions of higher education to advise the campus community where it may obtain state-provided law-enforcement agency information concerning registered sex offenders.

In Texas, the Texas Department of Public Safety (DPS) is the statewide source of information on sex offenders who the law requires to register. The campus community may obtain DPS sex offender registration open-record information on the DPS Website (https://records.txdps.state.tx.us/SexOffender).
Connect 360: The Eagle Experience

Texas A&M University-Texarkana's Quality Enhancement Plan (QEP), Connect 360: The Eagle Experience is a 5-year plan to engage junior and senior level students at a deeper level in the learning process using experiential learning. High-Impact Practices (HIPs) have been added to engage freshman and sophomore students using widely tested instructional designs for successful learning of diverse groups of students.

Why Should You Care

Research on HIPs and Experiential Learning shows:

- Increase practices associated with learning and student success
- Important to faculty
- Beneficial and enjoyable for all students. Research say benefits and outcomes positively associated with:
  - Persistence & GPA
  - "Deep approaches to learning"
  - Higher rates of student-faculty interaction
  - Increases in critical thinking and writing skills
  - Greater appreciation for diversity
  - Impact is larger for underserved students


- Valued by employers. Here is what potential employers say:
  - 84% say they highly value students who complete a significant project before graduation that demonstrates their depth of knowledge in their major AND their acquisition of analytical, problem-solving, and communication skills.
  - 81% say they highly value students who complete an internship or community-based field project to connect classroom learning with real-world experiences.
  - 81% say they highly value students who develop research skills appropriate to their field and develop evidence-based analyses.
  - 73% say they value student who work through ethical issues and debates to form their own judgments.

Raising the Bar (2009)

For more information:
Visit the QEP (http://tamut.edu/About/Administration/QEP) website for the definitions of HIPs and Experiential Learning Practices listed above.

Questions?
Email questions to: Dr. Sara Lawrence – QEP Director and Associate Professor Education Psychology at sara.lawrence@tamut.edu.
(slawrence@tamut.edu)
University Profile

Texas A&M University-Texarkana
A member of the Texas A&M University System
7101 University Avenue
Texarkana, Texas 75503
Phone: (903) 223-3000
www.tamut.edu

As a member of The Texas A&M University System, one of the largest and most distinguished higher education systems in the nation, we provide our
students with a world-class education in a supportive, family-like community.

Quick Facts

- Location: Texarkana, Texas
- Established: 1971
- Enrollment: 1993 (Fall 2016)
- Degree Programs: 20 Baccalaureate; 12 Masters; 1 Doctoral Program
- Student-to-faculty ratio: 14:1

History

Texas A&M University–Texarkana, is a comprehensive public university located in Texarkana, Texas. First established as an upper-level center of East
Texas State University (ETSU) at Commerce, Texas in 1971, the university received separate accreditation in 1980. In September 1996, the university
joined the A&M System. And in 2010, A&M-Texarkana became a full four-year and graduate institution and moved to a beautiful new campus adjacent
to Bringle Lake Park in north Texarkana.

Facilities

- Beautiful 375-acre campus adjacent to Bringle Lake
- State-of-the-art amenities at Bringle Lake Village on-campus residence hall
- Recreation Center under construction (opening December 2017)
- New Building for Academic and Student Services (opening goal of spring 2019)

Affordable Education

- Over $17 million in financial aid and scholarships were awarded last year
- 86% of students eligible for financial aid
• Students who reside in Oklahoma and Arkansas attend at in-state tuition rates and Louisiana residents who reside in a parish that borders Texas may also attend at in-state tuition rates.
• Ranked as Most Affordable College for Freshmen with Financial Need in Texas.

Guiding Beliefs
• Academic Excellence
• Student Success
• Community Engagement and Leadership

Mission
As a member of The Texas A&M University System, Texas A&M University-Texarkana is a comprehensive regional university that provides students with academically challenging, engaging, and rewarding educational experiences through quality teaching, scholarship, student-support services, co-curricular programming, research, and service. The personal attention of our faculty and staff provides students the opportunity to acquire the knowledge, abilities, and skills to become leaders in their chosen professions and prepare for the opportunities of serving in a global environment.

Vision
As a first-choice institution known for academic excellence, student success, and community leadership, Texas A&M University-Texarkana will provide the best public undergraduate experience in Texas.

Academic Vision Statement
Texas A&M University-Texarkana is a community of scholars and learners engaged in challenging, student-centered inquiry inside and beyond the classroom.

Community of Scholars and Learners
• We value diversity in faculty, staff, and students because we know diversity drives creativity, innovation, and entrepreneurship at all levels of teaching and learning. We also value diversity of thought by our student body because we know this will better prepare our students to examine their own beliefs as well as be successful and competitive in the global market-place.
• We value strong academic relationships between faculty and students and believe that on-going relationships with full-time faculty will promote greater student success. Faculty mentoring students as fellow scholars enhances deep learning, making students integral participants in the educational process.

Challenging Student-centered Inquiry
• We value a broad liberal education that enables the hands-on application of knowledge, skills, and creativity.
• We value low student to faculty ratios in all classes, especially in general education courses in which student mastery is critical to success in discipline specific courses as well as in the workplace.
• We value the delivery of curriculum via high-impact practices that enable faculty to engage students as active rather than passive learners, such as faculty-student research, service learning, and academic learning communities, all of which develop students into life-long learners and global citizens.
• We value teaching students how to think critically and solve complex problems, important outcomes of their formal education and attributes of personal and professional success.

Inquiry Inside and Beyond the Classroom
• We value our world as a rich, authentic learning environment, and we subscribe to the idea that students and faculty are active members of the broader community. We promote initiatives such as study abroad opportunities, international faculty exchange, co-curricular partnerships, internships, and other similar activities effectively and purposefully integrate learning and the application of knowledge and skills.
• We value the intertwining of universities and the public they serve, whether that public be local individuals, regional corporations, state agencies, or the global populace. Our faculty members, public-resource experts in their fields, enhance the intellectual quality of the campus, region, and discipline.
• We value the civic responsibility a university has to improve the lives of the students and the public it serves through the generation of new and diverse knowledge, the effective distribution of that knowledge, and the service that the university provides its global constituents.

Strategic Plan
The Strategic Plan for Texas A&M University-Texarkana, “Sharing a Vision, Navigating the Path, Creating our Future”, reflects annual strategic objectives in support of our guiding beliefs. Please visit the Texas A&M University-Texarkana Strategic Plan (http://www.tamut.edu/About/Administration/office-of-the-president/strategic-planning.html) website for additional information.

University Accolades
2016 Publication Rankings
• Ranked fifth in the Center for Online Education’s list of “Best Online Master of Business Administration Degree Programs.”
• Ranked third on CollegeValuesOnline.com’s list of “Most Affordable Competitive Small Colleges for Business Administration.”
University Profile

- Ranked 20th in the Center for Online Education’s list of “Best Online Master’s in Educational Technology Degree Programs."
- Ranked 30th on OnlineCollegePlan.com’s list of “Top 50 Online Bachelor’s Degrees."
- Recognized as 35th on the list of “50 Best Graduate Nursing Schools in America” by TopMastersinHealthcare.com.
- Recognized as 42nd best nursing school in the Southwest region by NursingSchoolsAlmanac.com (out of 350+ schools in the region).
- Ranked fifth on GradSource.com’s list of “Best Online Master of Business Administration Degrees."
- Ranked 10th on AffordableCollegesOnline.org’s Best Online Colleges in Texas.
- Ranked fifth on StudentLoans.net’s list of “Best College for Minimizing Student Loan Debt in Texas,” as well as #32 for all public schools and #91 overall.
- Ranked 41st on CollegeChoice.net’s list of “Best Colleges in Texas.”
- Ranked fourth on AffordableColleges.com’s list of “Most Affordable Online Master of Business Administration Programs.”

2017 Publication Rankings
- Ranked first in Texas and 23rd in the nation in Student Loans Report’s recent rankings of the “Most Affordable Colleges for Incoming Freshmen with Financial Need.”
- Ranked 7th on the Houston Chronicle’s list of “Safest Colleges in Texas.”
- Listed in Washington Monthly’s "Most Innovative Colleges for Adult Learners in America.”
BOARD OF REGENTS, ADMINISTRATIVE OFFICERS, AND SYSTEM INSTITUTIONS

Texas A&M University System Board of Regents

- Charles W. Schwartz, Chairman
- Elaine Mendoza, Vice Chairman
- Phil Adams
- Robert L. Albritton
- Anthony G. Buzbee
- Morris E. Foster
- Tim Leach
- Bill Mahomes
- Cliff Thomas
- Stephen F. Shuchart, Student Regent

Texas A&M University System Administrative Officers

- John Sharp, Chancellor
- Billy Hamilton, Executive Vice Chancellor and Chief Financial Officer
- Jon Mogford, Vice Chancellor for Research
- Ray Bonilla, General Counsel
- James Hallmark, Vice Chancellor for Academic Affairs
- Maria L. Robinson, Chief Investment Officer and Treasurer
- Phillip Ray, Vice Chancellor for Business Affairs
- Charlie Hrnncir, Chief Auditor
- Mark Stone, Chief Information Officer
- Laylan Copelin, Vice Chancellor for Marketing and Communications
- Carrie L. Byington, M.D., Vice Chancellor for Health Services
- M. Katherine Banks, Vice Chancellor & Dean of Engineering
- Mark Hussey, Vice Chancellor & Dean of Agriculture and Life Sciences
- Stanton Calvert, Vice Chancellor Emeritus
- Frank Ashley, Vice Chancellor Emeritus
- Janet Gordon, System Ethics and Compliance Officer

System Universities

Texas A&M University (http://www.tamu.edu)

Prairie View A&M University (https://www.pvamu.edu)

Tarleton State University (http://www.tarleton.edu/home)

Texas A&M International University (http://www.tamiu.edu)

Texas A&M University-Corpus Christi (http://www.tamucc.edu)

Texas A&M University-Kingsville (http://www.tamuk.edu)

West Texas A&M University (http://www.wtamu.edu)

Texas A&M University-Commerce (http://www.tamuc.edu)

Texas A&M University-Texarkana (http://www.tamut.edu)

Texas A&M University-Central Texas (http://www.tamuct.edu)

Texas A&M University-San Antonio (http://www.tamusa.edu)

Texas A&M Health Science Center (http://tamhsc.edu)
System Agencies
Texas A&M AgriLife Research (http://agriliferesearch.tamu.edu)
Texas A&M Engineering Experiment Station (http://tees.tamu.edu)
Texas A&M AgriLife Extension Service (http://agrilifeextension.tamu.edu)
Texas A&M Forest Service (http://texasforestservice.tamu.edu/main/default.aspx)
Texas A&M Engineering Extension Service (http://www.teex.org)
Texas A&M Transportation Institute (http://tti.tamu.edu)
Texas A&M Veterinary Medical Diagnostic Laboratory (http://tvmdl.tamu.edu)
Texas A&M University-Texarkana named its library in honor of the university's founding president, Dr. John F. Moss. Students may locate the library on the south side of the third and fourth floors in the University Center. Patrons may use the lobby elevators or north stairwells to access the entrance on the third floor. The south stairwells on the third and fourth floors are emergency exit only, and alarms will sound if used.

The library’s mission is to fulfill the purpose and goals of the institution. The library collects, preserves, and provides access to information resources in both traditional and evolving-technology formats; it supports instructional, research, and public-service programs. The library offers timely services for faculty, administration, students, and staff and assists in educational development and lifelong learning.

The library is a spacious, modern facility with large windows overlooking the campus and lake. It provides students, faculty, and visitors with a variety of common spaces to appeal to individual preferences and needs, including casual seating, comfortable lounge areas, study nooks, group and individual study tables. Casual seating and study tables extend into both the third and fourth floor lobbies just outside the library’s walls.

For users’ convenience, the library provides the following amenities: KIC, the Knowledge Imaging Center, which offers the ability to copy pages from books, resize, digitize and e-mail documents or save as media files, an open computer lab for class assignments or research, computer print stations (black & white or color), scanners, the Commons Area for Leisure Reading with Best Sellers, magazines and newspaper rack, Media Services provides media equipment (digital cameras, camcorders, calculators, USB headsets, Nooks, Kindles, Notebooks), Supplies Services offers kits containing items needed for projects as well as everyday items such as scissors, stapler, hole punch, etc., bibliographic instruction, exhibitions by regional artists and resources in a wide variety of formats.

The library has a reciprocal library usage agreement with Texarkana College. Students from either school can use the other's library and have access to assistance, reference services, computers, and checkout privileges. The libraries share an online catalog, the EAGLIT, which enables them to function as two branches. The abbreviation JFM indicates materials contained in the John F. Moss Library, and PML indicates materials contained in the Palmer Memorial Library. The EAGLIT catalog includes their joint holdings and indicates the resource’s format and location within each facility. Students may search at either facility or from any computer with Internet connectivity.

Patrons may find additional information by visiting the John F. Moss Library website (http://library.tamut.edu).
# ACADEMIC CALENDAR

## Fall 2018 calendar

### 16 week session (Fall I): August 27- December 12

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 9-Aug 26</td>
<td>Priority Registration (according to classification) for 16 week (full term) session</td>
</tr>
<tr>
<td>August 1-29</td>
<td>Emergency Loans &amp; Book Vouchers available for Fall I</td>
</tr>
<tr>
<td>August 17</td>
<td>Pre-Registration tuition payment deadline for 16 week (full term) session. First installment payment is due or pay in full</td>
</tr>
<tr>
<td>August 17</td>
<td>Due date for Housing and Meal Plans (for payment options contact Business Office)</td>
</tr>
<tr>
<td>August 20</td>
<td>Drop for non-payment (pre-registration)</td>
</tr>
<tr>
<td>August 27</td>
<td>First class day for 16 week (full term) session</td>
</tr>
<tr>
<td>August 27</td>
<td>Regular registration tuition payment deadline for 16 week (full term) session. First installment payment is due or pay in full</td>
</tr>
<tr>
<td>August 27-29</td>
<td>Late Registration for 16 week (full term) session</td>
</tr>
<tr>
<td>August 30</td>
<td>Drop for non-payment (late registration and re-registered)</td>
</tr>
<tr>
<td>September 3</td>
<td>Labor Day. No classes.</td>
</tr>
<tr>
<td>September 12</td>
<td>16 week (full term) census. Last day to drop/withdraw no grade</td>
</tr>
<tr>
<td>September 12</td>
<td>December 2018 graduation application deadline</td>
</tr>
<tr>
<td>September 13</td>
<td>2nd installment due by 4:00 pm.</td>
</tr>
<tr>
<td>October 11</td>
<td>3rd installment payment due by 4:00 pm</td>
</tr>
<tr>
<td>October 19</td>
<td>16 week (full term) midterm grades due</td>
</tr>
<tr>
<td>November 8</td>
<td>Final installment due by 4:00 pm</td>
</tr>
<tr>
<td>Nov 12- Jan 21</td>
<td>Spring 2019 Priority Registration (according to classification).</td>
</tr>
<tr>
<td>November 16</td>
<td>16 week last day to drop/withdraw with a &quot;W&quot;</td>
</tr>
<tr>
<td>November 22-23</td>
<td>Thanksgiving Holiday. University Closed.</td>
</tr>
<tr>
<td>December 6</td>
<td>Last class day- 16 week (full term) session</td>
</tr>
<tr>
<td>December 7</td>
<td>Reading/Study Day</td>
</tr>
<tr>
<td>December 8-12</td>
<td>Final Exam week</td>
</tr>
<tr>
<td>December 15</td>
<td>December 2018 commencement</td>
</tr>
<tr>
<td>December 17</td>
<td>Final grades due for all students - 5 pm</td>
</tr>
<tr>
<td>December 20-21</td>
<td>Service and maintenance of Blackboard systems</td>
</tr>
</tbody>
</table>

### 1st 8 week session (Fall I): August 8- October 19

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 9-Aug 26</td>
<td>Priority Registration (according to classification) for 1st 8 week session</td>
</tr>
<tr>
<td>August 1-29</td>
<td>Emergency Loans &amp; Book Vouchers available for Fall I</td>
</tr>
<tr>
<td>August 17</td>
<td>Pre-Registration tuition payment deadline for 1st 8 week session. First installment is due or pay in full.</td>
</tr>
<tr>
<td>August 17</td>
<td>Due date for Housing and Meal Plans (for payment options contact Business Office)</td>
</tr>
<tr>
<td>August 20</td>
<td>Drop for non-payment (pre-registration)</td>
</tr>
<tr>
<td>August 27</td>
<td>First class day for 1st 8 week session</td>
</tr>
<tr>
<td>August 27</td>
<td>Regular registration tuition payment deadline for 1st 8 week session. First installment is due or pay in full.</td>
</tr>
<tr>
<td>August 27-29</td>
<td>Late Registration for 1st 8 week session</td>
</tr>
<tr>
<td>August 30</td>
<td>Drop for non-payment (late registration and re-registered)</td>
</tr>
<tr>
<td>September 3</td>
<td>Labor Day. No classes.</td>
</tr>
<tr>
<td>September 4</td>
<td>1st 8 week census. Last day to drop/withdraw no grade</td>
</tr>
<tr>
<td>September 12</td>
<td>December 2018 graduation application deadline</td>
</tr>
<tr>
<td>October 12</td>
<td>1st 8 week last day to drop/withdraw with a &quot;W&quot;</td>
</tr>
<tr>
<td>October 18</td>
<td>Last class day-1st 8 week session</td>
</tr>
<tr>
<td>October 19</td>
<td>1st 8 week finals</td>
</tr>
<tr>
<td>Nov 12- Jan 21</td>
<td>Spring 2019 Priority Registration (according to classification).</td>
</tr>
<tr>
<td>December 15</td>
<td>December 2018 commencement</td>
</tr>
<tr>
<td>December 17</td>
<td>Final grades due for all students - 5 pm</td>
</tr>
</tbody>
</table>
2nd 8 week session (Fall II): October 22- December 12

- April 9-Oct 21: Priority registration (according to classification) for 2nd 8 week session
- August 27: Regular registration tuition payment deadline if also enrolled in 16 week and/or 1st 8 week sessions. First installment due or pay in full. Students will be dropped for non-payment.
- September 1: December 2018 graduation application deadline
- October 12: Pre-Registration tuition payment deadline for 2nd 8 week session only. First installment due or pay in full.
- October 15: Drop for non-payment (pre-registration)
- October 22: First class day, 2nd 8 week session
- October 22: 2nd 8 week late registration
- October 22: Tuition payment deadline for 2nd 8 week session. Students enrolled in 2nd 8 week session only.
- October 29: 2nd 8 week census, last day drop/withdraw- no grade
- Nov 12- Jan 21: Spring 2019 Priority Registration (according to classification).
- November 22-23: Thanksgiving Holiday, University Closed.
- November 30: 2nd 8 week last day to drop/withdraw with a "W".
- December 6: Last class day- 2nd 8 week session
- December 7: Reading/Study Day
- December 8-12: Final Exam week
- December 15: December 2018 commencement
- December 17: Final grades due for all students - 5 pm
- December 20-21: Service and maintenance of Blackboard systems

Fall 2018 Final Exam Schedule

<table>
<thead>
<tr>
<th>Exam Time</th>
<th>8:00am-10:00am</th>
<th>10:30am-12:30pm</th>
<th>1:30pm-3:30pm</th>
<th>4:00pm-6:00pm</th>
<th>6:30pm-8:30pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri, Dec 7</td>
<td>Reading/Study Day</td>
<td>Reading/Study Day</td>
<td>Reading/Study Day</td>
<td>Reading/Study Day</td>
<td>Reading/Study Day</td>
</tr>
<tr>
<td>Sat, Dec 8</td>
<td>MWF 11:00 AM</td>
<td>TR 1:00 PM</td>
<td>TR 2:30 PM</td>
<td>OPEN</td>
<td>OPEN</td>
</tr>
<tr>
<td>Mon, Dec 10</td>
<td>MWF 9:00 AM</td>
<td>OPEN</td>
<td>MW 1:30 PM</td>
<td>*TR 3:00 PM and other times not listed on the exam schedule</td>
<td>MW 5 &amp; LATER</td>
</tr>
<tr>
<td>Tues, Dec 11</td>
<td>TR 9:30 AM</td>
<td>TR 11:00 AM</td>
<td>OPEN</td>
<td>TR 4:00 PM</td>
<td>TR 5 PM &amp; LATER</td>
</tr>
<tr>
<td>Wed, Dec 12</td>
<td>MWF 10:00 AM</td>
<td>MW 12:00 PM</td>
<td>MW 3:00 PM</td>
<td>MW 4:30 PM</td>
<td>OPEN</td>
</tr>
</tbody>
</table>

Final Exam Schedule Notes:
- Students with more than 3 final exams scheduled for one day may request to reschedule one of the exams, at the instructors’ discretion.
- Instructors may use the time slots where a final exam is not scheduled to reschedule a final exam for a student or students if they so wish. This will be at the instructors’ discretion.
- *Classes having start times not listed on this table will have their exam time on Monday, December 10 from 4:00-6:00 pm or at a time designated by the instructor during the final exam period from December 8-12.
- All students enrolled in ONLINE COURSES and WEB ENHANCED courses should check with their instructor for the examination time frame and instructions.
- The final exam schedule is subject to change as the University deems necessary.

Spring 2019 calendar

16 week session (Spring I): January 22- May 15

- Nov 12- Jan 20: Priority Registration (according to classification) for 16 week session
- December 17: Emergency Loans & Book Vouchers for Spring I 2019 available
- January 14: Pre-Registration tuition payment deadline for 16 week session. First installment payment is due or pay in full.
- January 15: Drop for non-payment (pre-registration)
- January 21: Martin Luther King, Jr Day. University Closed.
- January 22: First class day for 16 week session
- January 22-24: Late registration for 16 week session
- January 25: Drop for non-payment (late registration & re-registered students)
### Academic Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 6</td>
<td>16 week census. Last day to drop/withdraw no grade</td>
</tr>
<tr>
<td>February 6</td>
<td>May 2019 graduation application deadline</td>
</tr>
<tr>
<td>February 14</td>
<td>Tuition 2nd installment due by 4:00 pm</td>
</tr>
<tr>
<td>March 14</td>
<td>Tuition 3rd installment due by 4:00 pm</td>
</tr>
<tr>
<td>March 15</td>
<td>16 week midterm grades due</td>
</tr>
<tr>
<td>March 18:22</td>
<td>Spring Break. No classes.</td>
</tr>
<tr>
<td>April 11</td>
<td>Tuition final installment due by 4:00 pm</td>
</tr>
<tr>
<td>April 15-2</td>
<td>Summer I 2019 Priority Registration (according to classification)</td>
</tr>
<tr>
<td>April 15-7</td>
<td>Summer II 2019 Priority Registration (according to classification)</td>
</tr>
<tr>
<td>April 15-2</td>
<td>Fall 2019 Priority Registration (according to classification)</td>
</tr>
<tr>
<td>April 19</td>
<td>16 week last day to drop/withdraw with a &quot;W&quot;</td>
</tr>
<tr>
<td>May 9</td>
<td>Last class day- 16 week session</td>
</tr>
<tr>
<td>May 10</td>
<td>Reading/Study Day- No classes</td>
</tr>
<tr>
<td>May 11-15</td>
<td>Final exam week</td>
</tr>
<tr>
<td>May 18</td>
<td>May 2019 commencement</td>
</tr>
<tr>
<td>May 20</td>
<td>Final grades due for all students- 5 pm</td>
</tr>
<tr>
<td>May 23-24</td>
<td>Service and maintenance of Blackboard systems</td>
</tr>
</tbody>
</table>

#### 1st 8 week session (Spring I) January 22- March 15

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 12-20</td>
<td>Priority Registration (according to classification) for 1st 8 week session</td>
</tr>
<tr>
<td>December 17</td>
<td>Emergency Loans &amp; Book Vouchers for Spring I 2019 available</td>
</tr>
<tr>
<td>January 14</td>
<td>Pre-Registration tuition payment deadline for 1st 8 week session. First installment payment is due or pay in full.</td>
</tr>
<tr>
<td>January 15</td>
<td>Drop for non-payment (pre-registration)</td>
</tr>
<tr>
<td>January 15</td>
<td>Martin Luther King, Jr. Day. University Closed.</td>
</tr>
<tr>
<td>January 22</td>
<td>First class day for 1st 8 week session</td>
</tr>
<tr>
<td>January 22-24</td>
<td>Late registration for 1st 8 week session</td>
</tr>
<tr>
<td>January 25</td>
<td>Drop for non-payment (late registration &amp; re-registered students)</td>
</tr>
<tr>
<td>January 29</td>
<td>1st 8 week census; last day drop/withdraw no grade</td>
</tr>
<tr>
<td>February 6</td>
<td>May 2019 graduation application deadline</td>
</tr>
<tr>
<td>February 14</td>
<td>Tuition 2nd installment due by 4:00 pm</td>
</tr>
<tr>
<td>March 8</td>
<td>1st 8 week last day drop with a &quot;W&quot;</td>
</tr>
<tr>
<td>March 14</td>
<td>1st 8 week last class day</td>
</tr>
<tr>
<td>March 14</td>
<td>Tuition 3rd installment due by 4:00 pm</td>
</tr>
<tr>
<td>March 15</td>
<td>1st 8 week finals</td>
</tr>
<tr>
<td>March 25</td>
<td>1st 8 week final grades due</td>
</tr>
<tr>
<td>April 15-2</td>
<td>Summer I 2019 Priority Registration (according to classification)</td>
</tr>
<tr>
<td>April 15-7</td>
<td>Summer II 2019 Priority Registration (according to classification)</td>
</tr>
<tr>
<td>April 15-25</td>
<td>Fall 2019 Priority Registration (according to classification)</td>
</tr>
<tr>
<td>May 18</td>
<td>May 2019 commencement</td>
</tr>
<tr>
<td>May 20</td>
<td>Final grades due for all students- 5 pm</td>
</tr>
<tr>
<td>May 23-24</td>
<td>Service and maintenance of Blackboard systems</td>
</tr>
</tbody>
</table>

#### 2nd 8 week session (Spring II): March 25- May 15

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 12-24</td>
<td>Priority Registration (according to classification) for 2nd 8 week session</td>
</tr>
<tr>
<td>February 6</td>
<td>May 2019 graduation application deadline</td>
</tr>
<tr>
<td>March 8</td>
<td>Pre-Registration tuition payment for 2nd 8 week session. First installment payment is due or pay in full.</td>
</tr>
<tr>
<td>March 11</td>
<td>Drop for non-payment (pre-registration)</td>
</tr>
<tr>
<td>March 25</td>
<td>First class day for 2nd 8 week session</td>
</tr>
<tr>
<td>March 25</td>
<td>Late registration for 2nd 8 week registration</td>
</tr>
<tr>
<td>March 27</td>
<td>Drop for non-payment (late registration &amp; re-registered students)</td>
</tr>
<tr>
<td>April 1</td>
<td>2nd 8 week census. Last day to drop/withdraw no grade</td>
</tr>
<tr>
<td>April 15-2</td>
<td>Summer I 2019 Priority Registration (according to classification)</td>
</tr>
<tr>
<td>April 15-7</td>
<td>Summer II 2019 Priority Registration (according to classification)</td>
</tr>
</tbody>
</table>
### April 15- Aug 25
- Fall 2019 Priority Registration (according to classification)
- May 3
  - 2nd 8 week last day drop/withdraw with a "W"
- May 9
  - Last class day- 2nd 8 week session
- May 10
  - Reading/Study Day- No classes
- May 11-15
  - Final exam week
- May 18
  - May 2019 commencement
- May 20
  - Final grades due for all students- 5 pm
- May 23-24
  - Service and maintenance of Blackboard systems

### Spring 2019 Final Exam Schedule

<table>
<thead>
<tr>
<th>Exam Time</th>
<th>8:00am-10:00am</th>
<th>10:30am-12:30pm</th>
<th>1:30pm-3:30pm</th>
<th>4:00pm-6:00pm</th>
<th>6:30pm-8:30pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri, May 10</td>
<td>Reading/Study Day</td>
<td>Reading/Study Day</td>
<td>Reading/Study Day</td>
<td>Reading/Study Day</td>
<td>Reading/Study Day</td>
</tr>
<tr>
<td>Sat, May 11</td>
<td>MWF 11:00 AM</td>
<td>TR 1:00 PM</td>
<td>TR 2:30-PM</td>
<td>OPEN</td>
<td>OPEN</td>
</tr>
<tr>
<td>Mon, May 13</td>
<td>MWF 9:00 AM</td>
<td>OPEN</td>
<td>MW 1:30 PM</td>
<td>*TR 3:00 PM and other times not listed on the exam schedule</td>
<td>MW 5 &amp; LATER</td>
</tr>
<tr>
<td>Tues, May 14</td>
<td>TR 9:00 AM</td>
<td>TR 10:30 AM</td>
<td>OPEN</td>
<td>TR 4:00 PM</td>
<td>TR 5 PM &amp; LATER</td>
</tr>
<tr>
<td>Wed, May 15</td>
<td>MWF 10:00 AM</td>
<td>MW 12:00 PM</td>
<td>MW 3:00 PM</td>
<td>MW 4:30 PM</td>
<td>OPEN</td>
</tr>
</tbody>
</table>

### Final Exam Schedule Notes:
- Students with more than 3 final exams scheduled for one day may request to reschedule one of the exams, at the instructors’ discretion.
- Instructors may use the time slots where a final exam is not scheduled to reschedule a final exam for a student or students if they so wish. This will be at the instructors’ discretion.
- *Classes having start times not listed on this table will have their exam time on Monday, May 13 from 4:00-6:00 pm or at a time designated by the instructor during the final exam period from May 11-15.
- All students enrolled in ONLINE COURSES and WEB ENHANCED courses should check with their instructor for the examination time frame and instructions.
- The final exam schedule is subject to change as the University deems necessary.

### Summer 2019 Calendar
#### 10 week session (Summer I): June 3- Aug 8

<table>
<thead>
<tr>
<th>April 15- June 2</th>
<th>Summer I 2019 Priority Registration (according to classification)</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 13</td>
<td>Emergency Loans &amp; Book Vouchers for Summer I available</td>
</tr>
<tr>
<td>May 24</td>
<td>Pre-Registration tuition payment deadline for 10 week session. First installment payment is due or pay in full.</td>
</tr>
<tr>
<td>May 28</td>
<td>Drop for non-payment (pre-registration)</td>
</tr>
<tr>
<td>June 3</td>
<td>First class day for 10 week session.</td>
</tr>
<tr>
<td>June 3</td>
<td>Late registration for 10 week session.</td>
</tr>
<tr>
<td>June 4</td>
<td>Drop for non-payment (late registration &amp; re-registered students)</td>
</tr>
<tr>
<td>June 18</td>
<td>10 week census. Last day to drop/withdraw no grade.</td>
</tr>
<tr>
<td>June 18</td>
<td>August 2019 graduation application deadline.</td>
</tr>
<tr>
<td>July 4</td>
<td>Independence Day- University closed.</td>
</tr>
<tr>
<td>July 26</td>
<td>10 week last day drop/withdraw with a &quot;W&quot;</td>
</tr>
<tr>
<td>August 7</td>
<td>Last class day- 10 week session</td>
</tr>
<tr>
<td>August 8</td>
<td>Final exams- 10 week session (exams to be held during normal class time)</td>
</tr>
<tr>
<td>August 12</td>
<td>Final grades due for all students- 5 pm.</td>
</tr>
</tbody>
</table>

#### 1st 5 week session (Summer I): June 3- July 5

<table>
<thead>
<tr>
<th>April 15- June 2</th>
<th>Summer I 2019 Priority Registration (according to classification)</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 13</td>
<td>Emergency Loans &amp; Book Vouchers for Summer I available</td>
</tr>
<tr>
<td>May 24</td>
<td>Pre-Registration tuition payment deadline for 1st 5 week session. First installment payment is due or pay in full.</td>
</tr>
<tr>
<td>May 28</td>
<td>Drop for non-payment (pre-registration)</td>
</tr>
<tr>
<td>June 3</td>
<td>First class day for 1st 5 week session</td>
</tr>
<tr>
<td>June 3</td>
<td>Late registration for 1st 5 week session</td>
</tr>
<tr>
<td>June 4</td>
<td>Drop for non-payment (late registration &amp; re-registered students)</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>June 6</td>
<td>1st 5 week census. Last day to drop/withdraw no grade.</td>
</tr>
<tr>
<td>June 18</td>
<td>August 2019 graduation application deadline.</td>
</tr>
<tr>
<td>June 28</td>
<td>1st 5 week session last day drop/withdraw with a &quot;W&quot;</td>
</tr>
<tr>
<td>July 3</td>
<td>Last class day- 1st 5 week session.</td>
</tr>
<tr>
<td>July 5</td>
<td>Final exams- 1st 5 week session (exams will be held during normal class time)</td>
</tr>
<tr>
<td>July 8</td>
<td>Final grades due for 1st 5 week session- 5 pm</td>
</tr>
<tr>
<td>August 12</td>
<td>Final grades due for all students- 5 pm</td>
</tr>
</tbody>
</table>

**2nd 5 week session (Summer II): July 8-Aug 8**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 15- July 7</td>
<td>Summer II 2019 Priority Registration (according to classification)</td>
</tr>
<tr>
<td>June 18</td>
<td>August 2019 graduation application deadline</td>
</tr>
<tr>
<td>July 1-8</td>
<td>Emergency Loans &amp; Book Vouchers for Summer II available</td>
</tr>
<tr>
<td>July 8</td>
<td>First class day for 2nd 5 week session.</td>
</tr>
<tr>
<td>July 8</td>
<td>Late registration for 2nd 5 week session</td>
</tr>
<tr>
<td>July 8</td>
<td>Tuition payment deadline for 2nd 5 week session. First installment payment is due or pay in full.</td>
</tr>
<tr>
<td>July 9</td>
<td>Drop for non-payment- 2nd 5 week session</td>
</tr>
<tr>
<td>July 11</td>
<td>2nd 5 week census. Last day drop/withdraw no grade</td>
</tr>
<tr>
<td>August 2</td>
<td>2nd 5 week session last day drop/withdraw with a &quot;W&quot;</td>
</tr>
<tr>
<td>August 7</td>
<td>Last class day- 2nd 5 week session</td>
</tr>
<tr>
<td>August 8</td>
<td>Final exams- 2nd 5 week session (exams will be held during normal class time)</td>
</tr>
<tr>
<td>August 12</td>
<td>Final grades due for all students- 5 pm</td>
</tr>
</tbody>
</table>
The staff of the Office of Student Affairs encourages students to take advantage of all the opportunities that the university has to offer to support, engage, and prepare them to be successful academically. The staff strives to broaden student opportunities to learn, develop, and interact as well as to involve themselves in campus life and acquaint themselves with all the exciting events taking place on campus. These opportunities provide lifelong friendships and connections.

The following offices and programs comprise Student Affairs:

- Disability Services
- Student Counseling Services
- Housing and Residential Life
- Student Activities and Programs
- Greek Life
- Student Clubs

The staff is eager to assist our students and help provide a positive and memorable experience at Texas A&M University-Texarkana.

**Disability Accommodations**

Students who need assistance with disability accommodations are encouraged to contact Carl Greig in the Office of Student Affairs, University Center, Room 126.

Students who have a request for accommodations should:

- Contact the Texas A&M University-Texarkana Student Life Office to request appropriate accommodations
- Students will have to complete a release and provide documentation of a disability to the Student Life Office.
- Documentation must be from a professional that is qualified to diagnose the disability and should be less than 5 years old.
- Accommodation requests are addressed on a case by case basis.
- Contact the Student Life Office if you have any questions or concerns.

The Student Life Office is located in room 126 of the University Center or for more information you can email accommodations@tamut.edu or phone: 903-223-3116 for additional information.

**Housing and Residence Life**

The Office of Residence Life and Housing is committed to enhancing student learning and personal growth. The department seeks to accomplish these aims through:

- Planning activities and programs that educate and build community among residents
- Promoting diversity and exposure to a breadth of ideas and experiences
Student Counseling Services

- Teaching responsibility through holding residents accountable for their own behavior
- Training and involving students in significant leadership positions
- Fostering a campus community that is accepting, supportive, and conducive to academic pursuits

We strive to help our students develop their potential as individuals of integrity and tolerance. Students who participate fully in the residential program will emerge prepared to function as leaders in a multicultural society.

If you have any questions, feel free to contact the Residence Life Specialist by email at housing@tamut.edu.

Housing and Meal Requirements

Texas A&M University - Texarkana is committed to the success of each student. This university believes that living on campus plays a significant role in the success of students and has developed the housing and meal requirements listed below.

The University requires all students to live on campus unless the student meets one of the exemptions below:

- Has reached the age of 21 prior to the first class day of class each semester (fall/spring)
- Has completed 60 or more semester credit hours prior to the first day of class each semester (fall/spring)
- Is enrolled in 9 or fewer semester credit hours for the fall or spring semester (student must file exemption for each semester enrollment is 9 or less semester credit hours)
- Lives with parent or legal guardian within 30 miles of campus
- Is married or has dependent children
- Hardship exceptions are approved through the Office of Residence Life

Housing Exemptions

All exemptions to the University housing requirement must be documented and approved by the Office of Residence Life. Exemption forms are available online as well as at the Residence Life Office. Students must seek approval for exemption each academic year while under the age of 21 or semester credit hour requirement. Once students achieve 21 years of age or 60 semester credit hours they are no longer required to file for an exemption to live off campus. Exemption forms for Fall are due to the Residence Life Office by June 1. The forms will be submitted to the Exemption Committee and will have an answer back to the student via email within two work weeks. It is advised for applicants to submit a one page letter to the committee explaining their reasoning for exemption. Any questions can be directed to the Residence Life Specialist at housing@tamut.edu.

Meal Plan Requirement

The university requires all students residing on campus to purchase a meal plan. Visit the Housing and Residence Life website for resident hall rates and floor plans.

IMPORTANT NOTE: *Students should not make arrangements to live off campus until approved by the Office of Residence Life. Exemption processing takes a minimum of two (2) weeks, assuming adequate information is submitted. Students who are approved for exemption will be charged a fee equal to 20% of the cost of the contract on their university account.

*Students living off campus without an approved exemption will be held responsible for room and board charges.

Student Counseling Services

Texas A&M University—Texarkana’s counseling mission is to create and sustain a healthy campus learning environment by providing mental health wellness services to students while encouraging them to reach their potential through self-discovery. Student Counseling Services operates from a holistic approach to student development. Through counseling, we aspire to help students reach their academic and personal goals and achieve as much success as possible while attending the university.

Student Counseling Services include:

- Academic skills assistance
- Consultation and referral
- Crisis intervention
- Individual and group counseling, and
- Educational outreach.

We play an active role in advocating the concerns of students to the university community, and serve as a resource for faculty, staff, and parents.

Student Counseling Services fosters an atmosphere of mutual respect and understanding where everyone feels welcome. We are sensitive to the needs of ethnic and cultural minorities, LGBTQ, returning veterans, and non-traditional students. We collaborate with other campus departments and community agencies, utilize referral resources within the university and community, and serve as an integral part of campus mental health.
Personal counseling allows students to talk with an objective, caring professional about problems or concerns. It can help students make good decisions for their individual well-being, improve relationships, confidence and self-acceptance, increase self-awareness, and provide coping strategies.

Student Counseling Services provides individual and group counseling for undergraduate and graduate students. Common concerns in which a student may seek counseling are academic skills assistance, anxiety, stress, sadness and depression, fear of failure, low self-esteem, relationship issues, substance abuse, suicidal thoughts, or coping with feelings of anger, guilt, grief, and loneliness. Counseling is a highly individualized process in which you and your counselor will identify problems and work together to implement healthy thought strategies.

Counseling Services are for students currently enrolled in Texas A&M University—Texarkana. Services are made available through the use of student service fees; there is no additional charge for services. A student may set up an appointment with a counselor by visiting our office or by calling (903) 223-3186. Students may also email counseling.services@ace.tamut.edu; however, please note that email is not a confidential form of communication. All counseling is confidential.

Title IX

The U.S. Department of Education’s Office for Civil Rights (http://www2.ed.gov/about/offices/list/ocr/aboutocr.html) (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972 (http://www.justice.gov/crt/about/ocr/coord/titleix.php). Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Title IX applies to institutions that receive federal financial assistance from the Department of Education, including state and local educational agencies. Educational programs and activities that receive Department of Education funds must operate in a nondiscriminatory manner. Some key issue areas in which recipients have Title IX obligations are: recruitment, admissions, and counseling; financial assistance; athletics; sex-based harassment; treatment of pregnant and parenting students; discipline; single-sex education; and employment. Also, a recipient may not retaliate against any person for opposing an unlawful educational practice or policy, or made charges, testified or participated in any complaint action under Title IX. For a recipient to retaliate in any way is considered a violation of Title IX.

Sexual Misconduct

Sexual misconduct is a violation of university standards of conduct for students, faculty, staff, and the university community as well as a violation of the law.

Sexual misconduct includes, but is not limited to, forcing, threatening to force, coercing, or deceiving another to engage in sexual activity or engaging in sexual activity with another knowing that the person does not want to engage in the activity, feels the activity is offensive, or is unable to assess the nature of or control the conduct.

Sexual misconduct also includes engaging in sexual activity with another when that person has impaired judgment or control due to drugs or other intoxicants.

Engaging in sexual conduct without consent is a serious offense; furthermore, the person may withdraw such consent, whether verbal or non-verbal, at any time without regard to activity preceding the withdrawal of consent.

The university will not tolerate such offenses that may cause not only physical harm but also emotional harm. Please visit the Student Affairs (https://www.tamut.edu/Campus-Life/Support-Resources/Title-IX) website for additional information.

Direct questions or concerns about sexual misconduct to:

Carl Greig
Assistant Vice President of Student Affairs /Title IX Coordinator
UC Room 126
cgreig@tamut.edu
(903) 223-3062

Statement of Sexual Harassment

Texas A&M University-Texarkana will neither accept nor tolerate sexual harassment of students or employees. Guidelines governing the university policy are available upon request from the Office of Student Life and the Office of Human Resources/EOO for employees.

Hazing

The Texas Legislature enacted an anti-hazing law in 1987. The state law provides penal sanctions in the event of a conviction of hazing. According to this law, individuals or organizations engaging in hazing could be subject to fines and charged with a criminal offense.
Hazing on the part of students, faculty or staff is strictly forbidden, whether on or off campus. Texas A&M University-Texarkana students are expected to be partners in fulfilling the mission of the University by creating and maintaining standards within student groups, teams and organizations that are conducive to personal growth and development. The University will take disciplinary action against individuals and/or groups who are involved in hazing activities. Such disciplinary action may be taken independently of state or local criminal actions.

**Definition**

State law defines hazing as "any intentional, knowing or reckless act, occurring on or off the campus of an educational institution, by one person alone 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 whose members are or include students at an educational institution. The term includes but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity;
2. Any type of physical activity such as sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
3. Any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance which subjects the student to an unreasonable risk or harm or which adversely affects the mental or physical health or safety of the student;
4. Any activity that intimidates or threatens the student with ostracism that subjects the student to extreme mental stress, shame, humiliation, or that adversely affects the mental health or dignity of the student or discourages the student from entering or remaining registered in an educational institution, or that may reasonably be expected to cause a student to leave the organization or the institution rather than submit to acts described in this subsection; and
5. Any activity that causes or requires the student to perform a duty or task which involves a violation of the Penal Code or Code of Student Conduct.

**Personal Hazing Offense**

A person commits a hazing offense if the person:

- Engages in hazing
- Solicits, encourages, directs, aids, or attempts to aid another in engaging in hazing
- Intentionally, knowingly or recklessly permits hazing to occur
- Has firsthand knowledge of the planning of a specific hazing incident involving a student in an educational institution, or has firsthand knowledge that a specific hazing incident has occurred, and knowingly fails to report said knowledge in writing to the Asst. Vice President of Student Affairs office, Assistant Director of Student Life, University Police Department or other appropriate entity or official of the institution.

**University Disciplinary Rules**

The law does not restrict the right of A&M-Texarkana to enforce its own rules against hazing, and the University will take disciplinary action for conduct that constitutes hazing regardless of any criminal charges files under the state hazing laws.

- Hazing with or without the consent of the student is prohibited by A&M-Texarkana. Both the individual(s) inflicting the hazing and the person submitting to the hazing are subject to disciplinary action.
- The fact that an individual consented to or acquiesced in a hazing activity is not a defense to prosecution of an offense under the hazing law, and neither will it be under the University's disciplinary process
- Initiations or activities by organizations may not include any feature which is dangerous, harmful or degrading to the student.
- A violation of this prohibition renders both the organization and participating individuals subject to discipline

**Disciplinary Actions**

The disciplinary actions assigned/determined in a particular case will vary depending on the nature of the conduct involved. Possible actions range from a verbal warning to expulsion from the university.

**Immunity from Prosecution Available**

In an effort to encourage reporting of hazing incidents, the court may grant immunity from civil or criminal prosecution to any person reporting a specific hazing incident involving a student in an educational institution to the Assistant Vice President of Student Affairs or other appropriate official at A&M-Texarkana. A person reporting in bad faith or with malice is not protected by this section.

**Disciplined Organizations**

In accordance with requirements of the Texas Education Code, Section 51.936(c), the following organization(s) have been disciplined for hazing and/or convicted for hazing as of the last three years when the sanction was complete. **There have been no organizations disciplined for hazing in the last three years.**

To report an act of hazing, please contact the Office of Student Life at (903) 223-3116 or the Assistant Vice President of Student Affairs at (903) 223-3062.
Student Conduct

Student Rights and Obligations

Students must respect each others rights. These rights include respect for personal feelings, freedom from indignity of any type, freedom from the control of others except as may be in accord with published rules and procedures of Texas A&M University-Texarkana or the Texas A&M University System, and conditions that allow the best use of time and talents toward educational objectives. No officer or student, regardless of position or rank, shall violate these rights; the university will allow no custom, tradition, or regulation in conflict with these rights to prevail. At all times, students must recognize constituted authority, conform to the ordinary rules of good conduct, maintain honesty, respect the rights of others, protect private and public property, and make the best use of time toward the completion of an education. The “Code of Student Rights and Responsibilities (http://www.tamut.edu/Campus-Life/Support-Resources/Student-Conduct/Code.html)” (Code) is neither exhaustive nor does it encompass all possible relationships between students and the institution. The “Code” is not rigid or unchangeable. As the relationship between students and the university grows, authorities may modify the “Code.”

Students should know and observe university rules and procedures. Ignorance of these rules and procedures does not excuse students from adherence to them. Staff and university officials should endeavor to inform students of university rules, regulations, policies, and procedures whenever the circumstance applies. Students may find additional information on the Student Conduct (http://www.tamut.edu/Campus-Life/Support-Resources/Student-Conduct/Code.html) website.
ACADEMIC INFORMATION

Academic Integrity
Academic honesty is expected of all students enrolled at Texas A&M University-Texarkana. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitutes academic dishonesty and may be grounds for a grade of ‘F’ in the course and/or disciplinary actions without the option of dropping or withdrawing. The university defines plagiarism as “taking and using as one’s idea the writing, invention, expression, or ideas of another person.”

Student Honor Code
Texas A&M University-Texarkana expects high standards that include academic honesty, personal integrity, and ethical, academic behavior of all its students. Reverence, relentless curiosity, and a willingness to participate are essential qualities of an emerging scholar, and the university encourages these qualities. A student’s personal integrity, ethical behavior, and sense of honor contribute to a respectful and positive academic climate allowing all students to develop as scholars and reach their greatest academic potential. Since students are responsible for maintaining an academic climate based on trust and respect, they should report any activity threatening a climate conducive to learning to an instructor or administrator.

University Commitment to Writing
Texas A&M University-Texarkana values writing as an integral part of the higher-education process. Writing in any course allows students to process concepts more fully and synthesize course material on a deeper and richer level. In addition, written composition allows for student application or creative expression. Whether one considers the written document more technical or expressive, students must base all composition on a wealth of primary knowledge and plan, format, and write to communicate thoughts and ideas effectively.

Auditing a Course
An individual who wishes to enroll under the condition of audit for informational purposes only and to receive no academic credit for the enrollment must notify the registrar's office at the time of registration. The Office of the Registrar must complete and approve the required audit form. The fee is
the same as the tuition amount required for academic credit. The student may not change the condition of audit for a course to credit after he or she has completed registration, nor may the student change a credit course to an audit course.

**Undergraduate Students Enrolling in Graduate Courses**

Undergraduate students that are within 12 credit hours of completing all requirements for the Baccalaureate degree may enroll in graduate courses for graduate credit with their advisor and dean permission. Graduate courses the student takes in this manner will not apply toward an undergraduate degree.

An eligible senior may enroll in graduate courses for one or two semesters but may not enroll in graduate courses for a third semester until he or she has completed the Baccalaureate degree. The student may apply a maximum of two such graduate courses to a graduate degree unless the appropriate dean submits written approval. Prior to the beginning of the course, the student must secure official approval on a permission form available in the Registrar’s Office.

**Second Bachelors Degree**

Students who wish to earn a second baccalaureate degree must complete a minimum of 30 SCH beyond those required for the first degree. For each subsequent bachelor’s degree, the university requires a minimum of 30 SCH in addition to those earned towards previous degrees. The student must meet general and specific requirements, including the 25% residency requirement for each degree Texas A&M University-Texarkana awards, for each degree based on the catalog in effect at the time of re-enrollment as a degree-seeking student. The university calculates honors designations for students pursuing a second bachelor’s degree.

**Communication with the University**

The university utilizes ACE e-mail (http://www.tamut.edu/Ace-mail-login.html) as the primary means of communication between students, faculty and staff. Enrollment Services, Registrar’s Office, Financial Aid, Academic Advising and Student Success Center, and the academic colleges, among others will transmit communications through ACE e-mail. Students are encouraged to check their ACE e-mail often to ensure important information is not missed.

**Student Classification**

In progress courses do not count toward a student's classification. Student classifications are only updated once a semester during the end of term processing.

<table>
<thead>
<tr>
<th>Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>less than 30 hours</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30-59 hours</td>
</tr>
<tr>
<td>Junior</td>
<td>60-89 hours</td>
</tr>
<tr>
<td>Senior</td>
<td>90 or more hours</td>
</tr>
<tr>
<td>Post-baccalaureate</td>
<td>Holds Baccalaureate degree but is not seeking a Master’s degree, working towards a second Bachelor’s degree or taking courses of interest</td>
</tr>
<tr>
<td>Graduate</td>
<td>Holds Baccalaureate degree and is pursuing a graduate degree</td>
</tr>
</tbody>
</table>

**Degree Plans**

Students should have all official transcripts submitted to Enrollment Services as soon as possible in order to expedite the degree-planning process. When the university receives all official transcripts, the university prepares a transcript evaluation indicating the equivalency of transferred course work. The Registrar’s Office staff then reviews the evaluation in terms of the student’s chosen degree program. The courses will populate in the student’s official DegreeWorks degree audit. The DegreeWorks audit will list the degree requirements and courses required for the student’s chosen degree plan.

The student’s faculty advisor and dean must approve any subsequent changes or substitutions to the degree plan and file the changes in the Registrar’s Office prior to enrollment in the substituted course. The student must obtain written approval for specific changes from their advisor or dean.

It is recommended that currently enrolled students refer to their DegreeWorks audit. DegreeWorks audits are available to view in a student’s Web for Students account under Student Records.

**Academic Probation & Suspension Policy**

**Academic Probation & Suspension Policy Guidelines**

A student’s academic status at the university is determined at the end of each fall, spring, or summer semester using the student’s cumulative and in some cases semester grade point average (GPA). The student’s academic status governs his or her re-enrollment status and determines any conditions associated with re-enrollment or denial of enrollment for a subsequent term. Students being placed on academic probation or suspension
will be notified in writing at the end of each term. However, this policy statement is the formal notification to all students of the conditions that determine academic status and the consequences for each term, regardless of individual notification.

The purpose of academic probation and suspension is to make the student aware of the University’s concern that satisfactory academic progress is not being made in his or her course of study. Early notification of this concern maximizes the student’s opportunity to make appropriate adjustments that will result in remaining in good standing. Each student is responsible for knowing his or her academic status and the regulations that apply.

Texas A&M University-Texarkana will not admit students on suspension from other institutions until their specified periods of suspension expire unless the institution that placed the student on suspension grants approval. Students who register for classes by providing false information will be withdrawn from all classes without tuition or fee refund.

A student’s academic standing is part of their academic history and will be recorded on the official academic transcript.

The university will impose enrollment restrictions as a result of suspension only at the end of the fall and spring terms.

Length of Suspension
The length of suspension is for one calendar year for both undergraduate and graduate students. After the period of academic suspension has passed, the student may apply for readmission and enroll on a probationary status.

Suspension appeals and early re-entry
Undergraduate students who wish to appeal their academic suspension may do so through Academic Advising. Early re-entry is possible only once with permission from the College dean and the Vice-President for Academic Affairs. Only extenuating circumstances warrant such action.

Undergraduate students faced with an extenuating circumstance, may file a suspension appeal with an academic advisor. If your appeal is approved, you will be permitted to enroll again on probation.

Graduate students who wish to appeal their academic suspension may do so through the Dean of Graduate Studies and Research. Early re-entry is possible only once with permission from the Provost and Vice President of Academic and Student Affairs. Only extenuating circumstances warrant such action. Graduate students who re-enter on academic probation, must maintain a cumulative GPA of 3.00 or higher to prevent being suspended for another one year period.

Texas A&M University-Texarkana reserves the right to deny admission to a student whom another college has suspended even though the suspension period has expired.

Below are the GPA requirements that determine a student’s academic status of good standing, probation or suspension.

Good Standing
An undergraduate student with a 2.00 cumulative GPA or higher is considered to be in good academic standing. Undergraduate students must maintain a minimum 2.00 cumulative GPA to avoid probation.

Graduate students must maintain a minimum 3.0 cumulative grade point average to remain in good standing.

Probation policy for Undergraduate Students
- Undergraduate students who enter with or drop below a 2.00 cumulative GPA at the end of any fall, spring or summer term will be placed on probation.
- Students will remain on probation if their semester GPA is a 2.0 or higher and if their cumulative GPA is below a 2.0.
- A student on probation may return to good standing if their cumulative GPA is a 2.0 or higher.
- A student that is on probation may be suspended if both the semester GPA and cumulative GPA fall below 2.0

Undergraduate students placed on academic probation are monitored by academic advising. Academic advisors are available and encourage students on probation to attend regular advising sessions during the semester. Academic advisors can also connect students on probation with the appropriate learning support services on campus.

The university will readmit undergraduate students who leave the university on probation on probationary status. The student must provide the Registrar’s Office with an official transcript to remove probation status if the student attends another university and raises the cumulative GPA to 2.00.

Probation policy for Graduate Students
- Graduate students may be placed on probation after completion of 12 credit hours if the cumulative GPA is below 3.0
- Students will remain on probation until he or she raises the cumulative GPA to 3.0 or above.
- While on probation, students must maintain a semester GPA of 3.0 or higher.
- A student on probation may be suspended if both the semester GPA and cumulative GPA fall below 3.0
**Suspension Policy for Undergraduate Students**

- At the end of a fall or spring semester, undergraduate students will be suspended if their semester GPA and overall GPA fall below a 2.0.

**Suspension Policy for Graduate Students**

- At the end of a fall or spring semester, graduate students on probation will be suspended if their semester GPA and overall GPA fall below a 3.0.

**Applying for Graduation**

Candidates must officially apply for graduation in the Office of the Registrar one term prior to the term in which they plan to graduate. Students must file applications no later than the date specified in the academic calendar. If the student does not graduate in the term for which he or she applies, he or she must reapply for graduation.

**Graduation Under a Particular Catalog**

Both graduate and undergraduate students must meet the graduation requirements listed in the catalog governing the first semester in which they enrolled in residence as a degree-seeking student. If the student has not enrolled in the university in the past five years, he or she must meet graduation requirements and policy statements in the catalog in effect at the time of re-entry as a degree-seeking student.

The student may also choose to graduate under any catalog published subsequent to the time of re-entry. The option to graduate under older catalog editions depends upon whether the university still offers programs and courses listed in the older catalog.

Only with special approval may a student graduate under the requirements of a catalog issued over five years prior to the student’s date of graduation. The university grants this permission in rare cases where extenuating circumstances exist and extreme hardship may result. The appropriate dean may authorize a limited extension.

Note: The term “graduation requirements” applies to course, grade-point averages in three areas, proficiency, and other specified requirements for graduation. Students seeking teacher certification must meet current certification requirements listed in the catalog in effect at the time of enrollment as a degree-seeking student provided that the student meets all requirements and provided the student completes all degree and certification requirements within a five-year period.

Note: Any person who has completed their first degree at Texas A&M University - Texarkana and re-enters to seek a second degree will be listed under the catalog in effect at the time of entry to seek the second degree or any subsequent catalog. The student may not select a program which the university phased out prior to the student’s re-entry.

**Commencement**

The university restricts participation in the commencement ceremony to those students who have completed all graduation requirements as indicated and have a zero-account balance. The university holds commencement ceremonies in May and December. Students completing degree requirements in August may participate in the December commencement ceremony. The university provides details about the ceremonies when the student applies for graduation. Regalia for commencement must be purchased through the Campus Bookstore.
Tuition Rebate Program for Undergraduates
The State of Texas has authorized tuition rebates for students who complete baccalaureate degrees with no more than three (3) credits in excess of those required for their degrees. Students graduating with their first baccalaureate degree may be eligible for a $1,000.00 tuition rebate. To qualify, students must meet all of the following conditions:

1. Enrolled for the first time in an institution of higher education in the fall 1997 semester or later. If enrolled for the first time in fall 2005 or later, must graduate within four (4) calendar years for a four-year degree or within five (5) calendar years for a five-year degree if the degree is in architecture, engineering, or any other program that the Board of Education determines requires more than four (4) years to complete.
2. Requested a rebate for work related to a first baccalaureate degree received from a general academic teaching institution.
3. Was a resident of Texas and was entitled to pay resident tuition at all times while pursuing the degree.
4. Attempted no more than three (3) hours in excess of the minimum number of semester credit hours (SCH) required for completion of the degree as specified in the catalog under which the student graduated. Hours attempted include transfer credits, examination course credit (except that, for the purposes of this program, the university only treats the number of semester credit hours the student earned exclusively through examination in excess of nine (9) SCH as hours attempted), courses dropped after the official census date, for-credit developmental courses, optional internship and cooperative education courses, and repeated courses. The university will not count dual credit courses and courses the student dropped for reasons that the institution determined to be totally beyond the control of the student. For students concurrently earning a baccalaureate degree and a Texas teaching certificate, the university shall not count required teacher-education courses to the extent that they are over and above the free electives the university allows in the baccalaureate-degree program.

Costs include tuition, student-center-complex fee, admissions and application fee, recreational-sports fee, student-endowed-scholarship fee, student-health fee, and the university-services fee. The following are only minimum figures. The university does not include parking fees, course fees, lab fees, and distance-education fees.

Bachelors Graduation Requirements
The university staff uses the following checklist to determine eligibility for graduation.

The student must complete specific degree-program requirements, including the following, as listed on official degree plans:

1. Minimum of 120 SCH
2. Minimum of 45 SCH in upper-division course work (See individual degree plans as some degrees require 54 SCH. BAAS requires 36 SCH.)
3. Minimum of 25% of course work from Texas A&M University - Texarkana (See Non-traditional Credit.). Note: For honors-graduate designation, the university requires a total of 45 SCH of resident credits.
4. Minimum GPA of 2.00 or above in all course work (Cumulative GPA), in all courses applied to the major (Major GPA), and in all coursework the student takes at Texas A&M University - Texarkana (Institutional GPA). Some programs require an overall or designated-specific GPA that is higher than 2.0.
5. Official degree-plan requirements may not be over five years old. The university places a student under the degree requirements in effect during their first term of enrollment. If a student does not complete all degree requirements within 5 years from the date of initial enrollment, the university must update the student to the requirements in effect at the time of re-enrollment.
6. The student may apply no more than 12 SCH of independent-study-format courses towards degree requirements for graduation.
7. Students must complete all “X” grades prior to graduation.
8. The university will calculate all undergraduate course work the student takes prior to graduation into the final GPA.
9. Complete the “Application for Graduation” by the date published in the schedule of classes. (The student must file for graduation no later than the census date [fall/spring = 12th class day; summer = 4th class day] of the semester in which he or she intends to graduate.)
10. All official transcripts must be on file in the registrar’s office.
11. Students may not enroll off campus during the semester they expect to graduate. The university must record final grades from all courses the student takes at another university on a student’s Texas A&M University-Texarkana transcript prior to the last semester of enrollment before graduation. This requirement includes cross-registered courses, CLEP exams and courses completed through the course-exchange program.
12. In order for a student to receive their degree, diploma and participate in commencement, a student must have completed all degree requirements and have a zero balance on their account by the Friday one week prior to the graduation-commencement ceremony.

*Graduate students should refer to the “Applying for Graduation (p. 284)” section under Graduate Studies for Masters graduation requirements.

Class Attendance
Non-Attendance of Developmental Education Classes
Instructors may submit a request to the Registrar’s Office to administratively drop students who enroll in developmental-educational courses and who have missed a total of four (4) class meetings of the course. Instructors must drop the student at least seven (7) days prior to the last day to drop a course for the semester or session. (See “Administrative Drop”). The instructor may drop the student from the course only after he or she has mailed a letter to the address on file, notifying the student of the enrollment status. Instructors describe specific attendance policies in course syllabi.
Administrative Drop Policy

Beginning with the first class day of the semester/session, faculty should report to the Registrar’s Office via the preliminary class roster and/or email communication, by a date established by the Registrar’s Office, any student who has not been in attendance in face to face classes, or who has not logged into Blackboard for an online class.

An administrative drop will be initiated by the Registrar’s Office for those students reported by the instructor as being in non-attendance. The Registrar’s Office will notify students by certified mail and/or email that an administrative drop has been initiated and they should contact their instructor immediately. If the instructor does not rescind the request in writing within seven (7) days of documentable receipt of the notification, the Registrar’s Office will drop the student from the class. Faculty who fail to submit an administrative drop by the established deadline, must record the grade earned by the student at the end of the semester. Faculty submitting a grade of F for a student will be required to enter the last date of attendance during the grading cycle. Subsequent to the census date final roster, all drops during the semester must be student initiated.

Student Absences on Religious Holidays

In accordance with Texas Education Code 51.911, all institutions of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holiday, including travel for that purpose. An instructor may not penalize a student whose absence is excused under this subsection for that absence, and the instructor must allow the student to take an examination or complete an assignment within a reasonable time after the absence.

Texas Education Code 51.911 defines a religious holiday as a holiday a religious group whose places of worship are exempt from property taxation under Section 11.20, Tax Code observes. If a student and an instructor disagree about the nature of the absence as Texas Education Code 51.911 defines, or if the student and the instructor disagree about whether the instructor has given the student a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer or his or her designee of the institution. The student and instructor shall abide by the decision of the chief executive officer or his or her designee.

If a student’s academic course work includes patient care, the university may exclude from these policies and procedures any student absence for religious holidays, which may interfere with patient care.

Inclement Weather

Because of the large number of students who live within 10 miles of the campus, the university will remain open and classes will continue during severe weather conditions except when the weather adversely affects the normal operation of the university.

Occasions occur when road conditions make travel dangerous for students. The university expects students to exercise good judgment during inclement weather. Instructors will not penalize students who find travel during inclement weather impossible.

Whenever officials make a decision to curtail some phase of operations, officials will make that information available to the news media for broadcast on radio stations and television stations as well as by the campus-wide Eagle Alert, which notifies students and faculty through text messaging and non-campus e-mail.

Course Offering Guidelines

Course Cancellation

The university will notify students of course cancellations as early as possible to permit students to enroll in substitute courses.

The dean responsible for cancelling the course is also responsible for notifying those students who have enrolled in the course. If the dean cannot reach a student by phone, the dean or faculty member assigned to teach the cancelled course shall meet the class at the scheduled hour to inform students of the cancellation.

Courses in Shortened Format

The university considers any organized class that is shorter in length than the regular semester or summer-session term a shortened-format course, and college faculty and the VPAA must approve said courses.

All courses offered in shortened format shall consist of the same number of contact hours as courses offered in the regular semester. The minimum number of class contact hours shall be 15 hours for each semester hour of credit. Thus, a one-semester, credit-hour course will meet at least 15 hours; a two-semester, credit-hour course for 30 hours; and a three-semester, credit-hour course for 45 hours. The university defines an academic hour as 50 minutes.

Independent Study Courses

The purpose of independent study courses is to permit advanced in-depth study in an area where instructors offer no regularly scheduled courses. To use an independent study, the student must first confer with the appropriate faculty member in order to develop a proposal. If the faculty member
concerns that such work is appropriate, the faculty member should complete an application form, “Student Contract for Independent Study,” located on the Web and secure the appropriate approval signatures.

The university expects students to take required courses as they become available. Two-year schedules are available in the respective college Web site.

No student may apply more than 6 SCH of independent-study courses toward meeting requirements for a master’s degree or more than 12 SCH of independent-study courses toward meeting requirements for a baccalaureate degree.

**Special Topics**

Instructors design these courses to cover subjects of specific interest which existing courses do not address. Consult the graduate section of this catalog for special instructions for graduate students. Instructors must convert special-topics courses to a designated course with a unique prefix, number, and name when the college schedules them to teach the class for the fourth time.

**Credit By Exam**

Students may earn course credit by demonstrated achievement on standardized tests such as the Advanced Placement Program (AP) and the College Level Examination Program (CLEP).

Students should submit official Advanced Placement (AP) and CLEP scores to A&M-Texarkana for review and to award credit for those subject areas in which the minimum score required has been achieved.

Students may not enroll off campus during the semester they expect to graduate. The Office of the Registrar must record final grades from all courses the student has taken at another university on a student’s A&M-Texarkana transcript prior to the last semester of enrollment before graduation.

The university accepts credit by exam scores for academic credit. A student must enroll at the university and have official scores sent to the Office of Admissions for officials to add academic credit to his or her university transcript. In addition, the following stipulations apply:

1. The university will accept no more than 30 SCH total from exam credit (AP, CLEP, and/or DSST). Note: Students in the BAAS program may apply a maximum of 18 SCH of exam credit or correspondence course work to their degree program.
2. Each exam credit assessment must be no more than three (3) years old from the date the student took the exam to the time officials first recorded the score on a college or university transcript.
3. A&M-Texarkana will accept exam credit that a previous college or university has accepted. The student can apply no more than 30 SCH toward a student’s degree plan.
4. The university must apply all exam credit prior to the last semester of enrollment before graduation.

**Advanced Placement (AP)**

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<tr>
<th>Subject</th>
<th>Score</th>
<th>Equivalent Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Art/History of Art</td>
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<td>ARTS 1303 and ARTS 1304</td>
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</tr>
<tr>
<td>Art/Studio Art</td>
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<td>ARTS 1316 and ARTS 1317</td>
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<tr>
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<td>MATH 2413</td>
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<tr>
<td>Calculus BC</td>
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<td>Chemistry</td>
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<td>CHEM 1311, CHEM 1111 and CHEM 1312, CHEM 1112</td>
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<tr>
<td>Chinese Language/Culture</td>
<td>3</td>
<td>CHIN 1311 and CHIN 1312</td>
<td>6</td>
</tr>
<tr>
<td>Computer Science A</td>
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<td>COSC 1336</td>
<td>3</td>
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<td>Computer Science A/B</td>
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<td>ECON 2301</td>
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<td>ECON 2302</td>
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<td>ENGL 1301 and ENGL 1302</td>
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<td>Environmental Science</td>
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<td>FREN 2303 and FREN 2304</td>
<td>6</td>
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<td>German Language</td>
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<td>GERM 1311 and GERM 1312</td>
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<td>Government and Politics US</td>
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<td>GOVT 2302</td>
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<td>Subject</td>
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<td>History/US</td>
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<td>GEOG 1302</td>
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<td>Physics C Mechanics</td>
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<td>World History</td>
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**College-Level Examination Program (CLEP)**

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<td>Principles of Management</td>
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<td>College Composition</td>
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<td>Pre-calculus</td>
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</table>
Definition of Credit

**Semester Credit Hour**

The number of clock hours spent in class work determines the semester-credit-hour (SCH) value of a course.

One clock hour per week in lecture or two to three hours per week in laboratory for a 15-week semester is the normal amount of class work the university requires for 1 SCH. Unless otherwise specified, each course has a value of 3 SCH. In addition to the traditional course settings, Texas A&M University-Texarkana offers courses taught in non-traditional modes (i.e., internet, distance education, weekend, or self-paced courses.)

**Resident Credit**

The university considers courses completed at Texas A&M University-Texarkana as resident credit. The university does not consider extension credit, correspondence credit, non-traditional credit, and credit received for institutionally devised exams resident credit.

**Course Numbering**

- The course-numbering system consists of an alpha abbreviation (ex: ENGL) which indicates the subject area, and a three-digit or four-digit course number. Example: ENGL 1301.
- The first digit of the number (ex: ENGL 1301) indicates the level of the course:
  - a "0" is a developmental/remedial level course,
  - a "1" is a freshman level course,
  - a "2" is a sophomore level course,
  - a "3" is a junior level course,
  - a "4" is a senior level course,
  - a "5" is a graduate level course, and
  - a "6" is a doctoral level course
- The university considers course numbers at the 1000-2000 level as lower division (LD). The university considers course numbers at the 300-400 level or above as upper division (UD). An asterisk (*) on the transcript indicates work not applicable to the level indicated on the transcript.

**Maximum Registration Hours**

Each course in the university requires two hours of outside work for each hour in class. Students who work part-time or full-time should consider this recommendation carefully as they plan their course load.

The total number of hours for which a student registers, including accelerated courses, may not exceed the normal load limitation for the particular registration period as follows:

---

**DANTES Subject Standardized Test (DSST)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
<th>Equivalent Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Astronomy</td>
<td>48</td>
<td>PHYS 1311</td>
<td>3</td>
</tr>
<tr>
<td>Civil War/Reconstruction</td>
<td>47</td>
<td>HIST 434</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>49</td>
<td>CRIJ 1301</td>
<td>3</td>
</tr>
<tr>
<td>Ethics in America</td>
<td>46</td>
<td>PHIL 2306</td>
<td>3</td>
</tr>
<tr>
<td>College Algebra</td>
<td>47</td>
<td>MATH 1314</td>
<td>3</td>
</tr>
<tr>
<td>General Anthropology</td>
<td>47</td>
<td>ANTH 2346</td>
<td>3</td>
</tr>
<tr>
<td>Human/Cultural Geography</td>
<td>48</td>
<td>GEOG 1300</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Business</td>
<td>46</td>
<td>BUSI 1301</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Computing</td>
<td>45</td>
<td>COSC 1300</td>
<td>3</td>
</tr>
<tr>
<td>Intro to Law Enforcement</td>
<td>45</td>
<td>CRIJ 2328</td>
<td>3</td>
</tr>
<tr>
<td>Intro to World Religions</td>
<td>48</td>
<td>PHIL 1304</td>
<td>3</td>
</tr>
<tr>
<td>Lifespan Dev Psychology</td>
<td>46</td>
<td>PSYC 2314</td>
<td>3</td>
</tr>
<tr>
<td>Management Info Systems</td>
<td>46</td>
<td>MIS 360</td>
<td>3</td>
</tr>
<tr>
<td>Money and Banking</td>
<td>48</td>
<td>FIN 325</td>
<td>3</td>
</tr>
<tr>
<td>Physical Geology</td>
<td>46</td>
<td>GEOL 1303</td>
<td>3</td>
</tr>
<tr>
<td>Financial Accounting</td>
<td>49</td>
<td>ACCT 2301</td>
<td>3</td>
</tr>
<tr>
<td>Physical Science I</td>
<td>47</td>
<td>PHYS 1315</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>47</td>
<td>SPCH 1315</td>
<td>3</td>
</tr>
<tr>
<td>Technical Writing</td>
<td>46</td>
<td>ENGL 2311</td>
<td>3</td>
</tr>
</tbody>
</table>
Fall or Spring Terms  
No more than 18 SCH

Summer Terms  
No more than 12 SCH

A student with a 3.5 cumulative grade point average (GPA) may appeal to his or her dean for special permission to exceed the limits set under this policy.

A student may not enroll in more than one course meeting during the same scheduled time. The administration may drop any student who violates this policy from all classes meeting at the same scheduled hour and day without the instructor giving him or her a grade and without refund of tuition.

**Student Course Load**

The university defines full-time status for an undergraduate student as enrollment in a minimum of 12 SCH. The university considers a graduate student enrolled in at least 9 SCH a full-time student.

The university defines the course load for **undergraduate students** enrolled in a **fall or spring semester** according to the information listed below.

<table>
<thead>
<tr>
<th>Undergraduate Fall/Spring</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>12</td>
</tr>
<tr>
<td>3/4 Time</td>
<td>9</td>
</tr>
<tr>
<td>Half Time</td>
<td>6</td>
</tr>
<tr>
<td>Less Than Half Time</td>
<td>1</td>
</tr>
</tbody>
</table>

The university defines the course load for **undergraduate students** enrolled in a **summer session** according to the information listed below.

<table>
<thead>
<tr>
<th>Undergraduate Summer</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>12</td>
</tr>
<tr>
<td>3/4 Time</td>
<td>9</td>
</tr>
<tr>
<td>Half Time</td>
<td>6</td>
</tr>
<tr>
<td>Less Than Half Time</td>
<td>1</td>
</tr>
</tbody>
</table>

The university defines the course load for **graduate students** enrolled in a **fall or spring semester** according to the information listed below:

<table>
<thead>
<tr>
<th>Graduate Fall/Spring</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>9</td>
</tr>
<tr>
<td>3/4 Time</td>
<td>7</td>
</tr>
<tr>
<td>Half Time</td>
<td>6</td>
</tr>
<tr>
<td>Less Than Half Time</td>
<td>1</td>
</tr>
</tbody>
</table>

The university defines the course load for **graduate students** enrolled in a **summer session** according to the information listed below:

<table>
<thead>
<tr>
<th>Graduate Summer session</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>9</td>
</tr>
<tr>
<td>3/4 Time</td>
<td>7</td>
</tr>
<tr>
<td>Half Time</td>
<td>5</td>
</tr>
<tr>
<td>Less Than Half Time</td>
<td>1</td>
</tr>
</tbody>
</table>

**Drop and Withdrawal Policies**

**Student Responsibility**

It is the **student's responsibility** to submit the completed paperwork to the Registrar’s Office, via mail, fax, email or in person if they wish to be dropped or withdrawn from their classes. The request to drop/withdraw will be processed as of the date the request is received in the Registrar’s Office. **Incomplete forms will not be accepted or processed by the Registrar's Office. It is the responsibility of the student to ensure all required information is provided on the form, and is submitted to the Registrar’s Office by the deadline.**

**Students who will not be attending** for the semester and wish to drop **ALL courses for the semester, MUST submit a drop/withdraw** (http://www.tamut.edu/Admissions/Enrollment-Services/Registrar/Dropping.html) **form to the Registrar’s Office in order to officially withdraw from the university for the semester. Students should not assume they will be administratively dropped for non-attendance or dropped for non-payment.**

Additional information, deadlines and forms can be found on the Registrar website (http://www.tamut.edu/Admissions/Enrollment-Services/Registrar/Dropping.html).
Dropping a Course

A student who wishes to drop a course but remain enrolled in at least one course must submit a drop/withdraw (http://www.tamut.edu/Admissions/Enrollment-Services/Registrar/Dropping.html) form to the Registrar’s Office. (See “Limitation on Dropping Courses”). Note: Instructors will not assign a grade for a course dropped officially before the last day to drop or withdraw from the semester.

Once the semester/session has started, a student must obtain and complete the "Drop or Withdrawal Request Form" on the Registrar’s Office (http://www.tamut.edu/Admissions/Enrollment-Services/Registrar/Dropping.html) website. The student must obtain the instructor’s signature for each course he/she would like to drop. The signature is not an approval to drop, but rather confirmation that the student has discussed the drop or withdrawal with the faculty member. Students must submit the form to the Registrar’s Office for processing in person, by e-mail at Registrar@tamut.edu, by mail at 7101 University Ave., Texarkana, TX 75503, or by fax (903) 223-3140.

The Office of the Registrar will not accept for processing any drop or withdrawal forms missing any of the required information. The student must take responsibility to ensure that the form is complete before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop or withdrawal form, the instructor will assign a final grade based upon the work that he or she completed as outlined in the syllabus.

Student’s must complete all steps by the last day to drop or withdraw for the term or session as printed in the academic calendar (p. 20) or on the Registrar’s Office (http://www.tamut.edu/Admissions/Enrollment-Services/Registrar/Dropping.html) website.

Withdrawing from the University

To withdraw voluntarily from all courses at the university, students must complete the "Drop or Withdrawal Request Form" on the Registrar’s Office (http://www.tamut.edu/Admissions/Enrollment-Services/Registrar/Dropping.html) website. Courses that students have abandoned without official withdrawal will result in a grade of “F,” regardless of the time when the student ceased to attend class.

The administration may withdraw a student from the university involuntarily for non-payment of fees, failure to attend or participate in developmental classes (administrative drop policy (p. 34)), misrepresenting facts on the application for admission, failure to secure the required transcript(s) from colleges and universities that he or she attended, failure to document required TSI status, or as a result of disciplinary suspension. If the administration withdraws the student involuntarily, he or she is not entitled to a refund of tuition and fees.

Eagle Access

A student accepted into the Eagle Access program may not drop the success course (IS 0300) without facing a forced withdrawal from the university.

Family Educational Rights and Privacy Act of 1974 (FERPA)

Texas A&M University-Texarkana encourages students to exercise all of their rights under the Family Educational Rights and Privacy Act (20 U.S.C. 1232g) (http://www2.ed.gov/policy/gen/guid/fpco/ferpa). Operating under the premise that the educational process is a cooperative venture between a student and the University.

All the rights and protections given students under FERPA belong to the student, however, information in student records may be provided to parents/legal guardians without the written consent of the student if the eligible student is a financial dependent of his or her parents/legal guardians as defined under Section 152 of the Internal Revenue Code of 1986.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the office that administers FERPA is Family Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605.

Statement of Rights

Texas A&M University-Texarkana encourages students to exercise all of their rights under the Family Educational Rights and Privacy Act (20 U.S.C. 1232g) (http://www2.ed.gov/policy/gen/guid/fpco/ferpa). Operating under the premise that the educational process is a cooperative venture between a student and the University, we emphasize the following rights of eligible students:

1. The right to inspect and review, with certain limited expectations, the student’s educational records within 45 days of the day the university receives a request for access. This shall include the right to receive explanations and interpretations of the records and to obtain copies of the records when such are needed to allow the student to effectively exercise his/her right of inspection and review. Students should submit to the Registrar’s Office a written request that identify the records they wish to inspect. The Registrar’s Office will make arrangements for access and notify the student of the time and place where he or she may inspect the records. If the Registrar’s Office does not maintain the records, he or she shall advise the student of the correct official to whom the student should address the request.

2. The right to request the amendment of the student’s education records that the student believes is inaccurate. Students may ask the university to amend a record that they believe is inaccurate. Students should submit to the Registrar’s Office a written request that clearly identifies the part of the record they want changed, and specify why it is inaccurate. If the university decides not to amend the record as the student requested, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. The university will provide additional information regarding the hearing procedures when officials notify the student of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person or entity: (a) employed by the university or the university system in an administrative, supervisory, academic, research, or support-staff position (including law-enforcement personnel and health staff); (b) serving on a university governing body or duly authorized panel or committee; or (c) employed by or under contract to the university to perform a special task, function, or service for the university.

a. A school official has a legitimate educational interest if the information requested is necessary for that official to (a) perform appropriate tasks that are specified in his/her position description or in the performance of regularly assigned duties by a lawful supervisor; (b) fulfill the terms of a contractual agreement; (c) perform a task related to a student’s education; (d) perform a task related to the discipline of a student; or (e) provide a service or benefit relating to the student or student’s family, such as health care, financial aid, job placement, or former student-related activities. Disclosure to a school official having a legitimate educational interest does not constitute university authorization to transmit, share, or disclose any or all information received to third parties unless such disclosure is permitted or required by law.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Texas A&M University-Texarkana to comply with the requirements of FERPA.

Certification of Dependency

Under provisions of the Family Educational Rights and Privacy Act (FERPA), students enrolled in post-secondary educational institutions are deemed to “own” their educational records. Institutions may, but are not required to, grant access to certain non-directory information in a student’s educational record if the student is claimed as a dependent on his or her parent’s/guardian’s federal income tax return. Generally non-directory information will not be released to a parent or guardian unless a Certification of Dependency Form is completed and signed by the parent(s)/guardian(s) and the student and is submitted to the Office of the Registrar.

Directory Information

In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), Texas A&M University-Texarkana gives notice that the information listed below is considered directory information and will be released upon request.

Any student who objects to the release of the directory information on file in his or her name must notify the Registrar’s Office in writing by submitting the “Request to Prevent Disclosure of Directory Information” form that he or she does not wish to have such information released. This request will be honored, and all of the information will be held confidential.

- Students full name
- Addresses- local, permanent
- University email
- Telephone listings- both local and permanent
- Date and place of birth
- Major field of study
- Participation in officially recognized activities and sports
- Photograph
- Dates of Attendance
- Degrees and awards received
- Full or part time status
- Enrollment status (Undergraduate, Graduate, classification, etc)
- Most recent previous educational agency or institution attended

Texas A&M University-Texarkana and the Office of the Registrar will exercise discretion in the release of all directory information.

Release of Student Academic Records

The university must receive written authorization from the student to release a student’s academic record. The university will not accept phone requests. The student may come to the registrar’s office in person to complete the appropriate request form, may mail or fax a written request to the registrar’s office, or access Web for Students. The student must date the requests, and the student must provide his or her ID number. If the university must mail the transcript to a third party, the student must provide the name and address of the party. If the student sends a third party to obtain a transcript, the party must present a signed statement authorizing the release to the designated person.

The Office of Admissions personnel will verify the request and will generate an official transcript. Note: A minimum production time of 24 hours exists on all official-transcript requests.

The computer generates the official transcript on maroon security paper. The registrar validates the transcript with his or her signature, date, and university seal. When an official issues a transcript to the student, he or she stamps the transcript “Issued to Student.” Transcripts printed on plain white paper are unofficial.
Release of Information to a Third Party

Third party, in this case, refers to a Veteran’s Administration official, a government agent, a Department of Immigration official, etc., who presents a signed release and asks to see a student’s academic record. The Office of the Registrar’s staff will examine the release and make a copy, then allow the investigator to examine the record. The staff person will complete the appropriate form documenting the situation and attach it to the copy of the release. The Office of the Registrar will retain a copy of both the form and the release in the student’s file.

Release of Transcripts from Other Schools

A student may obtain an unofficial copy of his transcript from a previous school by coming to the registrar’s office in person and completing the appropriate request form. The Office of the Registrar will honor requests sent via mail provided the student includes the date, the student’s ID number, and the student’s signature. The registrar’s office will provide transcripts to the student only. The university will not release or send transcripts to a third party. The registrar’s office stamps each transcript “Issued to Student” and “Unofficial Transcript.” The transcripts are not certified or validated in any way.

Release of Records to Faculty or Staff

Designated school officials, administrative officers, and faculty and staff within the institution may have access to student academic records provided they have legitimate educational interests such as advising or other educational concerns. The official must complete a request to view education records, and the registrar’s office maintains a record in the student’s registrar file to document who reviewed the record and the purpose. The registrar’s office stamps copies of student transcripts provided to school officials “unofficial,” and officials should not release the transcripts to students or third parties.

Grading System

Grade Notification

Grades are available via Web for Students at the end of each semester and mini-term. The university does not mail grades. Students should log on to Web for Students to obtain their grades. Please refer to the semester schedule calendar for the date by which the instructor must submit grades each semester.

Note: See “Grade Disputes, Grievances, and Appeals Processes” below for more information.

Grades: Meaning and Value

<table>
<thead>
<tr>
<th>Scale</th>
<th>Grade</th>
<th>Interpretation</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
<td>Pass</td>
<td>1</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
<td>Fail</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>Incomplete</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>Withdrew</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>DR</td>
<td>Dropped</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>Satisfactory</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>U</td>
<td>Unsatisfactory</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>CR</td>
<td>Credit Only</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>NG</td>
<td>No Grade</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>K</td>
<td>Grade not submitted</td>
<td>0</td>
</tr>
</tbody>
</table>

Grade Point Average (GPA)

The university computes the GPA dividing the grade points the student has accumulated by the number of hours for which the student receives a grade, other than X, W, S, U, K, or NG.

The university bases the cumulative GPA on all previous credit the student attempted at the undergraduate or graduate levels. When a student repeats a course, the university will only use the grade for the last enrollment for that course (even if the grade is lower) for computing a cumulative GPA. The university will use the second grade to determine credit the student earned for the course and will invalidate the first credit earned for the course. No one may erase a grade from a student’s record.

The university shall exclude academic work at foreign colleges, universities, or preparatory schools as well as developmental-education courses from GPA calculation.
Satisfactory- Unsatisfactory (S/U) Grades

The university will evaluate certain courses on a satisfactory or unsatisfactory (S/U) graded basis rather than through the traditional letter-grade system. The university awards credit hours for courses in which the student receives an “S.” However, the university does not award grade points, and the university does not include the credit hours in computation of grade point averages.

The student may count only a grade of “S” toward fulfillment of degree requirements. A student in no case may apply more than three S/U graded courses toward fulfillment of the requirements for graduation. A student cannot earn credit hours with a grade of “U,” and a grade of “U” does not count against the computed grade point average.

The class schedule and the syllabus presented to students on the first class day for that course will clearly identify S/U graded courses. Officials will not change courses from S/U-graded courses to letter-graded courses or from letter grades to an S/U system after the first regularly scheduled meeting of the class. The Veterans Administration (VA) requires Texas A&M University-Texarkana to calculate GPA for courses fulfilling graduate-degree requirements. Note: For VA purposes, an “S” equals 3.00, and a U equals 0.00.

Guidelines for Assigning an Incomplete Grade “X”

1. The instructor may give an incomplete grade (“X”) when a student’s work is satisfactory in quality; but, due to circumstances beyond his or her control, the student has not completed the work by the end of the semester.
2. The student must contact the instructor to initiate the request for a grade of incomplete and, if the instructor grants the request, to initiate discussion with the instructor concerning fulfillment of remaining course requirements in a timely manner.
3. If the faculty member agrees to the student’s request, the faculty member must complete an “Incomplete Grade” form detailing the circumstances that prevented the student from completing the course and listing the remaining requirements for completing the course. The deadline for completing the course work is the last class day of the next long term immediately after the term in which the instructor posted the incomplete grade. If the student does not complete the work by that time, the university will automatically convert the incomplete grade to a grade of F except in cases of pregnancy or medical emergencies.
4. The student, instructor, and dean must sign the completed “Incomplete Grade” form. The student may access the form on the university Web site located in the “Faculty Forms” section. In cases where the student is unavailable, the student may give written agreement by fax, e-mail, or letter. A representative of an incapacitated student must contact the Registrar’s Office for further instructions.
5. The student should submit the original copy of the “Incomplete Grade” form to the Registrar’s Office. The faculty member should maintain a copy; the faculty member should give or mail a copy to the student; and the dean’s secretary should file a copy of the form in the dean’s office.
6. In rare cases, the instructor may assign incomplete grades for every student in a course. In this case, one “Incomplete Grade” form for the entire student roster will suffice, and the form requires no student signatures.

No Grade (NG) Designation

1. Under very unusual circumstances and with appropriate documentation, an instructor may recommend to the dean of his or her college that the dean give a No Grade “NG” as a final grade in a course.
2. The student must contact the instructor to initiate the request for a No Grade and provide the required documentation. If the instructor believes that extenuating circumstances warrant a grade of NG, the student, instructor, and dean must sign the “No Grade” form. Locate the form on the university Web site located in the “Faculty Forms” section. In cases where the student is unavailable, the student may give written agreement by fax, e-mail, or letter. A representative of an incapacitated student must contact the Registrar’s Office for further instructions.
3. The student should submit the original copy of the “No Grade” form to the Registrar’s Office. The faculty member should maintain a copy, the faculty member should give or mail a copy to the student, the faculty member should send a copy to the Offices of Financial Aid and Veteran Services, and the dean’s secretary should file a copy in the dean’s office.
4. If the student received financial aid or veteran’s benefits for the course, he or she is responsible for contacting the Offices of Financial Aid and Veteran Services regarding any adverse effects the grade of NG may have on the student’s financial aid or benefits.

Recording and Changing Grades

After reporting a student’s grade to the Registrar’s Office, the instructor may not change any grade other than “X” unless he or she has made an error in calculation. The instructor shall provide written documentation of the error to the Registrar’s Office by completing the appropriate Grade Change form.

The instructor must submit grades by the deadline stated by the Registrar’s Office for the semester in which the student earned the grade. The instructor may erase no grade from a student record.

Grade Disputes, Grievances, and Appeals Processes

A student with a grievance regarding a course grade should attempt to resolve the issue by conferring with the course instructor. A student challenging a final grade must show the instructor’s judgment was unfair based upon some basis other than performance; standards different from those applied to other students in the same course section; or a substantial, unreasonable, and unannounced departure from previously articulated standards or the syllabus. The burden of proof lies with the student.
International Baccalaureate (IB) Policy

In compliance with the State of Texas Senate Bill 111, the university accepts at least 24 semester credit hours of International Baccalaureate (IB) credit in approved subject areas (listed below) from students who have earned the IB Diploma. To receive credit, students must score 4 or higher on Higher Level (HL) exams or 5 or higher on Standard Level (SL) exams. The university suggests that each student with an IB Diploma discuss potential IB credit with his or her advisor or personnel in Academic Services to determine the best use of IB credits for his or her individual degree plan.

<table>
<thead>
<tr>
<th>IB Course</th>
<th>S L Score</th>
<th>H L Score</th>
<th>Equivalent Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5</td>
<td>4</td>
<td>ENGL 1301 and ENGL 1302</td>
<td>6</td>
</tr>
<tr>
<td>French</td>
<td>5</td>
<td>4</td>
<td>FREN 1411 and FREN 1412</td>
<td>8</td>
</tr>
<tr>
<td>Spanish</td>
<td>5</td>
<td>4</td>
<td>SPAN 1411 and SPAN 1412</td>
<td>8</td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
<td>4</td>
<td>ECON 2301 and ECON 2302</td>
<td>6</td>
</tr>
<tr>
<td>Geography</td>
<td>5</td>
<td>4</td>
<td>GEOG 1303</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>5</td>
<td>4</td>
<td>HIST 1301 and HIST 1302</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy</td>
<td>5</td>
<td>4</td>
<td>PHIL 1301</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>5</td>
<td>4</td>
<td>PSYC 2301</td>
<td>3</td>
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<td>Visual Arts</td>
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<td>ARTS 1301</td>
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<td>Music</td>
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<td>4</td>
<td>MUSI 1306</td>
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</table>

Non-Traditional Credit

Texas A&M University-Texarkana recognizes that, in some cases, students may have acquired knowledge relevant to the pursuit of an undergraduate degree in areas other than a formal-classroom setting. The university refers to credits the student has earned in this fashion as non-traditional credit. The student cannot apply these credits toward satisfying the residency requirement. A&M-Texarkana accepts the following alternative methods of establishing credit:

Military Service Credit

The university may grant credit for military-technical courses as indicated on a military transcript and listed for credit in the latest edition of “A Guide to the Evaluation of Educational Experiences in the Armed Services” and recommendations of the Commission on Accreditation of Service Experiences (CASE). Military-service credit applies to the BAAS degree. For other undergraduate degree programs, HB 269, Section 1, allows institutions to award undergraduate students for all physical-education courses required for the person’s degree and additional course credit for up to 12SCH for courses that meet the elective course requirements for the degree. To qualify for this type of credit, students must meet the following requirements:

- A student must have graduated from an accredited high school or a high school operated by the U.S. Department of Defense.
- A student must be an honorably discharged member of the U.S. Armed Forces who completed a minimum of two years of service; or, if the student completed less than two years of service, the military must have discharged him or her due to disability.

The university does not automatically apply the additional 12 semester credit hours of military credit to the student’s undergraduate record unless the student is seeking the BAAS degree. Students who wish to have this credit applied to their record must contact the registrar’s office for information regarding this process. The student must provide a DD214, disability-discharge documentation, and a high-school transcript to the Registrar’s Office to confirm eligibility.

Note: Applying this additional military credit may incur increased tuition rates due to excessive credit as well as negatively impact a student’s eligibility for the Undergraduate Tuition Rebate Program.
Students with military credit should request that the military institution send their transcripts to Texas A&M University-Texarkana. Courses the student has taken through the United States Armed Forces Institute (USAFI) may transfer at face value. The veteran should contact the Office of Admissions for evaluation of credits.

To receive credit, students who served in the Army, Navy, Marine Corps, or Coast Guard (Active Duty, Reserve or National Guard) should submit a Joint Service Transcript (JST). Students who served in the Air Force (Active Duty, Reserve or National Guard) should submit a Community College of the Air Force (CCAF) transcript. Please contact the A&M-Texarkana Veteran Services Center at 903-334-6602 or veterans@tamut.edu for information on requesting these transcripts.

**Institutionally Devised Examination Credit**

Students may challenge any undergraduate course in the university’s course inventory, with the exception of practicum and field-experience courses, through successful completion of an evaluation process. The student may initiate a challenge examination according to the following procedures:

- Obtain the proper request form from the registrar's office
- Contact the appropriate dean to submit the application
- Submit a $50.00 fee to the Business Office

The dean will arrange for the administration and evaluation of the examination. Students must apply at least two weeks prior to taking the examination.

After officials grade the exam, the dean forwards the request form to the registrar indicating whether the university should award credit. The university will notify the student of the outcome; and, if appropriate, the university will post credit to the student’s academic record with a grade designation of CR (credit). Note: Credit received for an institutionally devised exam will not fulfill residence-credit requirements.

**Experiential Learning Credit**

Students may receive college credit toward a degree for competencies acquired through selected work experiences, in-service training programs, and vocational or technical education. The university awards credit for learning and not for experience. Texas A&M University-Texarkana follows the academic guidelines for assessing prior learning found in the publications of the Council for Adult and Experiential Learning (CAEL) and the American Council on Education (ACE). Students should address questions on assessment procedures and awards of this type of credit to the VPAA. A student may apply no more than 18 SCH to a degree, with the exception of the BAAS for which the university may award a maximum of 24 semester credit hours.

**Correspondence and Extension Credit**

Students may apply no more than 30 semester credit hours of extension and correspondence (combined) course work toward a baccalaureate degree. Students may complete no more than 18 of the 30 semester credit hours through correspondence.

Texas A&M University-Texarkana does not offer correspondence or extension courses. The A&M-Texarkana transcript designates courses taken at a university and classified as extension by notation on the student's transcript as extension courses.

**Registration and Records**

**Registration**

The university publishes a schedule of classes for fall, spring, and summer terms. Students may find current schedule information (http://www.tamut.edu/Admissions/Enrollment-Services/Registrar/CurrentSchedule.html) and registration dates (http://www.tamut.edu/Admissions/Enrollment-Services/Registrar/RegistrationDates.html) on the Registrar website.

The university encourages students to register for classes online through Web for Students (https://eagles.tamut.edu/texp/twbkwbis.P_WWWLogin). Students needing assistance with registration may visit Enrollment Services located in the University Center (UC260), contact us via phone at 903-334-6601, or by e-mail at Registrar@tamut.edu.

To be eligible to register, students must be admitted to the university, have all vaccination requirements, financial obligations, and testing requirements cleared as well as have no current holds on their academic record.

**Web for Students**

*Web for Students* is a web-based interface to Texas A&M University-Texarkana’s student-information system. Students can access *Web for Students* to view their admission status, view their account summary, register for classes, access financial-aid information, access grade information, access holds information, and obtain unofficial transcripts.

How to use *Web for Students*:

1. From the home page of the Texas A&M University-Texarkana (http://tamut.edu) website, select "Quicklinks" and click on "Web for Students/Faculty".
2. Enter the User ID (CWID). *The university has provided the student with his or her Campus Wide ID in previous correspondence.*
3. Enter the six-digit PIN number. When students first access Web for Students, the default pin number will be their date of birth in the format of MMDDYY, (example - April 15, 1975 = 041575). The system will ask the student to change the PIN by selecting another six-digit number that is not his or her date of birth.

4. The student must set up a Pin Question and Answer the first time he or she accesses Web for Students.

5. Follow the instructions on the screen to select the desired information.

6. To register for classes, select “Registration” and “Add or Drop Classes.”

7. To check grades, select “Student Records” and “Final Grades.”

Note: To register for classes using Web for Students, the student must enter the five-digit call number (Call#) for the course. The Call# is located before the section number in the course listing. Students may access Web for Students on any computer with Internet connectivity. Students who do not have access to the Internet from home may use computers that are available in the library or access the Web via a computer terminal available in Enrollment Services. Once online registration has closed, students may not withdraw from the university on Web for Students. A student who wishes to drop or withdraw may view the Drop and Withdraw Policies (p. 39) in this catalog, as well as view Drop/Withdraw deadlines (http://www.tamut.edu/Admissions/Enrollment-Services/Registrar/Dropping.html) on the Registrar website. Students who have questions regarding the drop/withdraw process may contact the Registrar’s Office at 903-334-6601 or registrar@tamut.edu.

Blackboard Courses

Texas A&M University-Texarkana uses Blackboard Web-course-management software that allows easy access to all of the Web-based and Web-enhanced courses, including a student-orientation course designed to familiarize students with the basic course functions of the Blackboard tools.

How to access Blackboard:

1. From the home page of the Texas A&M University-Texarkana (http://tamut.edu) website, select “Quicklinks” and click on “Blackboard”.

2. When a student is ready to access a course, he or she should select “Go to My Blackboard.”

Note: Faculty may not allow access to Blackboard until the first day of the term.

Concurrent Enrollment

Students may enroll concurrently with Texas A&M University-Texarkana and with another college or university (including correspondence course work). No written permission for concurrent enrollment is necessary. However, the university will require a transcript once the student completes the courses. The issuing college or university may directly mail this transcript to the Texas A&M University-Texarkana campus. The university will accept hand-delivered or mailed official transcripts if they are in a clearly sealed, university-issued envelope. Students may not enroll concurrently during their final semester at Texas A&M University-Texarkana.

Data Maintained by the University

The university accumulates data and maintains records to enable staff and faculty to plan educational opportunities to meet the needs of individual students, to understand students better, to counsel more effectively with them, and to assist them in continuing in graduate education or securing employment after graduation.

The university maintains student records in the Offices of Admissions, Financial Aid, Fiscal Affairs, Academic Affairs, Teacher Certification, Deans, Faculty, Placement, Institutional Advancement, and Planning and Institutional Effectiveness. These offices make provisions for students and the parents of dependent students to review and challenge the accuracy of records when appropriate and upon request. A student must file all changes regarding name, address, and major with the registrar’s office during the current semester. The university regards students’ records as confidential.

The Office of Admissions retains the minimum of the following documents in a student’s permanent-education record:

- admission application
- transfer transcripts
- test scores (if applicable)
- correspondence
- any other documents pertaining to the student’s academic career at Texas A&M University-Texarkana

The university releases student records only for the faculty and professional staff’s use for authorized university-related purposes. The university releases a student’s academic records only with written consent of the student or due to a court subpoena.

Updating the Student Record

The university bases records of a student’s biographical information, address, etc. upon the information on the student’s application for admission. Students must report changes made to their records after they have registered in writing to the registrar’s office. Once a student has attended the university, the university will not process name changes on the student e-mail account.
The university reserves the right to cancel a student's registration including, but not limited to, the following:

**Administrative Cancellation of Student Registration**

"Withdrawing from the University.)

If students wish to withdraw from courses after the designated registration period, students must obtain the signature of the instructor or dean prior to dropping or withdrawing from courses. (See "Dropping a Course" or subsequent changes by the deadlines posted in the schedule of classes published each semester. Once classes have started for the semester/session, students must obtain the signature of the instructor or dean prior to dropping or withdrawing from courses. (See "Dropping a Course" or "Withdrawing from the University.")

**Prior to Registration**

Each institution of higher education must assess the academic skills of each entering undergraduate student to determine the student’s readiness to enroll in freshman-level academic coursework. Any student who does not satisfy ALL sections of the Texas Success Initiative (TSI) must complete a learning contract with an academic advisor. Students must also complete necessary coursework or tutorials as appropriate to increase their skills in areas in which they have not satisfied the TSI.

All non-exempt incoming students must complete the mandatory Pre-Assessment Activity and then take the TSI assessment test before registering for classes. For more information regarding TSI assessment please visit the TSI (p. 72) section of this catalog.

**The following tests can be used to exempt a student from one or more parts of the TSI Assessment:**

- **ACT:** The composite ACT score must be 23 or higher with a minimum individual math and/or English score of no less than 19. ACT scores can be no more than 5 years old. (Meeting the composite and English scores will exempt students from both the reading and writing sections of TSI.)
- **SAT:** The composite SAT score must be 1070 or higher with a minimum of 500 on the math and/or reading (former verbal) section. Students may not use residual SAT scores for TSI exemption. SAT scores can be no more than five years old. (Meeting the composite and reading scores will exempt students from both the reading and writing sections of TSI.)
- **Eleventh-grade, exit-level Texas Assessment of Knowledge and Skills (TAKS):** Students must achieve a minimum score of 2200 or higher on the math section and/or a minimum scale score of 2200 on the English-language-arts section with a writing subsection score of at least 3. (Students must meet the English-language-arts section and written subsection requirements together. If students meet the requirements of only one area, they must take both the reading and writing sections of TSI.) TAKS scores can be no more than 5 years old.
- **STAAR:** Students must attend college within five (5) years of their end-of-course (EOC) test in order to use the scores for an exemption. A minimum score of Level 2 on the English III (score of 2000 in Writing and/or 2000 in reading) shall be exempt from the TSI Assessment required under this title for both reading and writing, and a minimum score of Level 2 on the Algebra II (score of 4000) EOC shall be exempt from the TSI Assessment required under this title for the mathematics section.

**Students may be exempt from the TSI Assessment test if they:**

- has graduated with an associate or baccalaureate degree from a regionally accredited Texas public institution of higher education;
- is serving on active duty as a member of the armed forces of the United States, the Texas National Guard, or a reserve component of the armed services of the United States and has been serving for at least 3 years preceding enrollment;
- was honorably discharged, retired, or released from active duty as a member of the armed forces of the United States, the Texas National Guard, or a reserve component of the armed forces of the United States on or after August 1, 1990;
- transferred from a private, independent, or accredited out-of-state institution of higher education after earning a "C" or better in A&M-Texarkana-approved college-level courses. (Contact the registrar for more information.)
- achieved minimum scores on one of the approved tests (TSI Assessment). (Please contact the registrar for information on approved tests.)
- satisfied all readiness requirements at another Texas institution of higher education and provided official documentation of the status.

The university requires all new undergraduate students to attend Student Orientation, Advising, and Registration (SOAR) to register for classes. The SOAR dates are available in the current schedule.

**After Registration**

**Class Changes**

Classes are subject to change at any time. The Registrar's Office may withdraw any course from the current schedule if the enrollment is too small to justify conducting the course or as a result of a reduction in funding.

**Enrollment Changes**

Students should make changes or adjustments in enrollment schedules during the designated-registration period. Students must finalize any subsequent changes by the deadlines posted in the schedule of classes published each semester. Once classes have started for the semester/session, students must obtain the signature of the instructor or dean prior to dropping or withdrawing from courses. (See "Dropping a Course" or "Withdrawing from the University.")

**Administrative Cancellation of Student Registration**

The university reserves the right to cancel a student's registration including, but not limited to, the following:

- non-attendance (Administrative Drop Policy (p. 34))
- non-payment of tuition and fees per the Business Office deadline (Drop for non-payment)
- low class enrollment
- not meeting prerequisite requirements as listed in the course description or at the instructor's discretion
### Repeated Courses

When a student repeats a course, the university will use the most recent grade received for the course (even if the grade is lower) to compute the cumulative grade point average unless the grade is an X, W, or NG. The university will use the second grade to determine credit earned for the course and will invalidate the first credit earned for the course. The university will erase no grade from a student's record.

### 3-Peat Rule

Legislation was passed by the State of Texas to discourage students from repeating courses unnecessarily. This has a financial impact on the students who repeat courses excessively. Legislation also impacts funding rates for students based on the number of times they attempt* particular courses. Students who attempt a course three or more times at Texas A&M University-Texarkana since Fall 2002 will be charged an additional $50.00 per credit hour for the repeated course. The bill you receive after you register may not accurately reflect the additional tuition and fees for the courses attempted three or more times. Texas A&M University-Texarkana reserves the right to adjust the student's tuition as a result of registering for the third or more time. See "Appeals Process for 3-Peat Rule" below.

### The following courses are exempt from this rule:

1. Thesis or dissertation courses
2. Courses that may be repeated for credit because they involve different or more advanced content each time the course is taken
3. Independent Study courses
4. Special Topics and Seminar courses
5. Continuing education courses that must be repeated to retain professional certification
6. Developmental Education coursework taken three or more times will be allowed; however, developmental coursework in excess of 18 hours is subject to additional charges.

*Attempted hours are calculated for courses in which a student is enrolled on official reporting day, which is 12th class day during the fall and spring semesters, 4th class day during summer semesters, and 2nd class day during mini semesters. In other words, if you enroll in a course and subsequently drop it, the hours that you attempted but did not complete will count toward the limit imposed by this policy. If you intend to drop a course, you must do so before the end of the official reporting day of the semester to avoid having that course count in your total number of attempted hours. That is, only when you drop before the end of the official reporting day will the hours NOT count toward the 3-Peat imposed by this policy.

### Appeal Process for 3-Peat Rule

An appeals panel will consider student appeals involving issues related to additional tuition charges that the university bases on the 3-Peat charges. The university will consider appeals when the student believes that extenuating circumstances in his or her life justify an exemption from the prevailing policy. The student must submit appeals in written form, and the student must base the appeal on extenuating circumstances such as (but not limited to) catastrophic illness, injury, death in the family, or call up for military services. Students may attach as much supporting documentation as they feel would aid in the appeals panel making an informal decision.

The student must submit requests for an appeal to the registrar at least five business days prior to the first class day of the semester. Please submit requests to Registrar, Texas A&M University-Texarkana, 7101 University Ave., Texarkana, Texas 75503.

The appeals process is per semester, and students must file an appeal for every semester that the 3-Peat Rule affects them. Any appeal decision is for the current semester only and will not carry over to any subsequent semester. The decision of the appeals panel is final. The appeals panel will make all decisions within 30 days from the receipt of the appeal request, when feasible, but not later than 60 days from the receipt of the request for an appeal.

Students must submit all tuition payments on time (including the additional fees), or the university will drop them for non-payment. If the appeals panel waives the additional charges, the university will refund this portion of the tuition. The registrar will notify the student in writing of the decision of the panel.

The appeals panel will consist of the following:

- Dean of the student's college or his or her designee
- Bursar
- Director of Admissions and Outreach
• Executive Director of Enrollment Management and University Registrar
• Associate Registrar
• Vice-President for Student Engagement and Success

If applicable, additional panel members may include the Teacher Certification Officer and the Director of Financial Aid and Veteran Services.

Undergraduate Funding Limit Rule (Limitation on in-state tuition rates for some undergraduates)- Excessive Hours:

Texas Education Code § 54.014 (http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.54.htm) specifies that resident undergraduate students who initially enrolled fall 1999 and later may be subject to a higher tuition rate for attempting excessive hours at any public institution of higher education while classified as a resident student for tuition purposes. Texas A&M University-Texarkana undergraduate students who are classified as Texas residents and those who pay in state tuition rates will be subject to the excessive hours fees based on the information below:

• Undergraduate students who were initially enrolled BEFORE Fall 1999 with any institution of higher education while classified as a resident student for tuition purposes are EXEMPT from this rule.
• Undergraduate students who enrolled initially in the fall 1999 semester or subsequent semesters cannot exceed more than 45 hours of the number of hours required for completion of the degree plan in which they are enrolled. Any hours beyond 45 are considered excessive and will result in additional tuition charges.
• Undergraduate students who enrolled initially in the fall 2006 semester or subsequent semesters cannot exceed more than 30 hours of the number of hours required for completion of the degree plan in which they are enrolled. Any hours beyond 30 are considered excessive and will result in additional tuition charges.

An undergraduate student who is not enrolled in a degree program is considered to be enrolled in a degree program or programs requiring a minimum of 120 semester credit hours, including minors, and double majors, and for completion of any certificate or other special program in which the student is also enrolled, including a program with a study-abroad component.

Courses that count towards the excessive hour calculation are those attempted at any Texas public institution of higher education. This includes:

• Hours earned in courses in which a grade is earned on the transcript
• Courses dropped with a grade of "W", "WF", "Q", "DR" or equivalent
• Hours excluded from the student record resulting from Academic Fresh Start

The following types of credit hours do not count toward the limit:

• Credit hours earned after a baccalaureate degree
• Credit hours earned through examination, (AP or CLEP)
• Credit from remedial and developmental courses
• Credit hours taken at a private institution or an out-of-state institution
• Credit earned prior to high school graduation

Appeal Process for Undergraduate Funding Limit

An appeals panel will consider student appeals involving issues related to additional tuition charges based on the undergraduate funding limit. The university will consider appeals when the student believes that extenuating circumstances in his or her life justify an exemption from the prevailing policy. Students must submit appeals in written form, and students must base appeals on extenuating circumstances such as (but not limited to) catastrophic illness, injury, death in the family, or call up for military services. Students may attach as much supporting documentation as they feel would aid in the appeals panel making an informal decision.

The student must submit requests for an appeal to the registrar at least five (5) business days prior to the first class day of the semester. Please submit requests to University Registrar, Texas A&M University-Texarkana, 7101 University Avenue, Texarkana, TX 75503, or (903) 223-3047.

The appeals process is per semester, and students must file an appeal for every semester the undergraduate funding limit affects them. Any appeal decision is for the current semester only and will not carry over to any subsequent semester. The decision of the appeals panel is final. The appeals panel will make all decisions within 30 days from the receipt of the appeal request, when feasible, but not later than 60 days from the receipt of the request for an appeal.

Students must submit all tuition payments on time (including the additional fees), or the university will drop students for non-payment. If the appeals panel waives the additional charges, the university will refund this portion of the tuition. The registrar will notify the student in writing of the decision of the panel.

The appeals panel will consist of the following:

• Dean of the student’s college, or his or her designee
• Bursar
• Director of Admissions and Outreach
• Executive Director of Enrollment Management and University Registrar
• Director of Student Services

If applicable, additional panel members may include the Teacher Certification Officer and the Director of Financial Aid and Veteran Services.

Limitation on Dropped Courses
Under section 51.907 of the Texas Education Code (http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.51.htm), "an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education." The State of Texas enacted this statute in spring 2007, and the statute applies to students who enroll in a public institution of higher education as first-time freshman in fall 2007 or later. The university counts any course that a student drops toward the six-drop limit if:

• the student was able to drop the course without receiving a grade or incurring an academic penalty
• the student's transcript indicates or will indicate that the student was enrolled in the course (recorded drop)
• the student is not dropping the course in order to withdraw from the institution.

Some exemptions for good cause could allow a student to drop a course without having it counted toward this limit, but the student must establish that good cause. The student should contact the Registrar's office for more information before he or she drops a course.

Texas A&M University-Texarkana students who this statute affects that have attended or plan to attend another institution of higher education should become familiar with that institution's policies on dropping courses.

Scholastic Honors

Academic Honors
Undergraduate students may qualify for academic-achievement recognition on a semester basis. The university posts these designations on the student’s permanent transcript. The university does not calculate honors categories for summer sessions or mini-terms, and the university does not calculate categories for graduate students. The university will not post the honors designation until the registrar's office has removed all incomplete grades. The criteria for President's Honors and University Honors are listed below.

President's Honors
An undergraduate student must enroll for a minimum of nine hours, excluding "S/U" graded courses, for a fall or spring semester and achieve a 4.00 GPA for the semester.

University Honors
An undergraduate student must enroll for a minimum of nine hours, excluding "S/U" graded courses, for a fall or spring semester and achieve a 3.50 GPA or higher for the semester.
Honors Graduate Recognition
The university will consider students who complete a minimum of 30 hours of their baccalaureate-program course work at A&M-Texarkana for recognition as honor graduates. (Non-traditional credit and credit from advanced-placement exams do not fulfill this requirement). The university will compute the GPA on all course work the student attempted at any school. (Note: Students who declare Academic Fresh Start are not eligible for graduation honors). The university posts the following honors designations on the student’s permanent academic record (transcript) and diploma. The university recognizes students graduating Summa Cum Laude, Magna Cum Laude, and Cum Laude individually at commencement ceremonies.

Summa Cum Laude.......... overall GPA of 3.900-4.000
Magna Cum Laude.......... overall GPA of 3.750-3.890
Cum Laude.................. overall GPA of 3.500-3.740

Transfer Credit Policy
Credits earned at another regional accredited institution are accepted as recorded on the official transcript. However, because of differences in institutional degree requirements and course content, some credits transferred may not apply toward satisfying degree requirements at Texas A&M University-Texarkana.

All grades including F’s, for all academic credit courses will be articulated to the academic transcript. Remedial/developmental courses will not be entered and will not be used in the admissions decision. Only the most recent attempt of a repeated course will be included in the calculation of the GPA.

The Registrar’s Office will evaluate all credit the student transfers to the university in terms of equivalency in content, credit hours, and level. The chosen degree program, in cooperation with the Registrar’s Office and the student’s faculty advisor, will determine the applicability of this credit toward degree requirements.

Regardless of the number of hours transferred to the university, students must successfully complete a minimum of 25 percent of the credit hours required for the degree chosen through instruction offered by Texas A&M University-Texarkana. The university will specify the minimum number of resident credit hours on the student’s official degree plan.

Texas A&M University-Texarkana determines applicability of transferred courses to requirements for specific degree programs.

Applicants must request transfer credit from accredited schools. The university will calculate all transferred regular academic credit the student attempts in the overall grade-point average.

Students may not enroll off campus during the semester they expect to graduate. The Registrar must record final grades from all courses the students has taken at another university on the student’s Texas A&M University-Texarkana transcript prior to the last semester of enrollment before graduation.

Accredited Institutions
The university will not accept credit from an institution that a regional accrediting association (North Central, Southern, New England, Middle States, etc.) has not accredited by. The university limits courses a student took at an institution that has only national, professional, or specialized accreditation to the Bachelor of Applied Arts and Sciences degree program, and the credit will not apply to other degrees. The Council of Higher Education Accreditation (CHEA) (http://www.chea.org) must recognize accreditation bodies.

An accredited evaluation service, such as World Education Services (https://www.wes.org), must evaluate all credits a student transfers from an international college or university. For more information, contact the A&M-Texarkana Registrar’s Office at 903-334-6601 or registrar@tamut.edu.

Texas Common Course Numbering System (TCCNS)
The Texas Common Course Numbering System (TCCNS) has been designed for the purpose of aiding students in the transfer of general academic courses between colleges and universities throughout Texas. Common courses are freshman and sophomore academic credit courses that have been identified as common by institutions that are members of the common course numbering system. The system ensures that if the student takes the courses the receiving institution designates as common, then the courses will be accepted in transfer and the credit will be treated as if the courses had actually been taken on the receiving institution’s campus. Students may view what courses Texas A&M University-Texarkana has identified as common and their TCCNS equivalents by visiting the Texas Common Course Numbering System website (http://www.tccns.org).

Transfer of Lower Level Government Courses
Per the Texas Higher Education Coordinating Board’s Lower Division Course Guide Manual, students are required to complete six hours of Government which must include Constitution of the United States and the Constitution of the States, with special emphasis on Texas. The acceptable combinations are:

- GOVT 2301 and GOVT 2302, or
- GOVT 2305 and 2306, or
Transfer Credit Policy

- GOVT 2301 and 2305, or
- GOVT 2301 and 2306

If a student takes GOVT 2305 and GOVT 2302 or GOVT 2306 and GOVT 2302, one of the following courses must be completed to satisfy the Government requirement:

- GOVT 2301, or
- GOVT 2107

Transcripting Credit from Vocational Schools

The registrar’s office will post to transcripts vocational courses only if the community college which awarded the credit has converted the courses to academic credit or the credit is a completed Applied Associates degree transferred into the Bachelor of Applied Arts and Sciences (BAAS) program. The university will not apply credit for vocational courses to other degrees.

A regional accrediting agency or by an agency approved by the Council on Higher Education Accreditation (CHEA) (http://www.chea.org) must accredit the vocational school. The university will not award credit for the vocational courses if it determines that the student used the vocational courses for a high-school diploma.

Clock hours will equal semester hours on the ratio of 30:1. Thirty clock hours equal one semester hour unless the issuing institution recommends otherwise. The university will transfer quarter hours and semester hours on the vocational transcript in the same manner as academic credit. Quarter hours times 2/3 equals the number of credit hours. The registrar’s office will use grades for vocational courses to compute the overall GPA.

Transcripting Credit from Foreign Schools

A student must submit course work from a foreign institution through a recognized foreign-transcript-evaluation service. If the service determines that the course work is equivalent to baccalaureate-level course work in the United States, the university will add the course work to the student’s academic history. However, the university will exclude the course work from GPA calculations. In most instances, foreign course work does not meet any specific course equivalent; therefore, the student cannot apply the work to degree-plan requirements.

Core-Complete Status for Undergraduate Students

The university shall accept as core complete students who complete the approved core curriculum at any Texas public institution of higher education prior to enrollment at Texas A&M University-Texarkana.

The requirements to meet this status are as follows:

- The official transcript on file within the student’s initial semester of enrollment must indicate “Core Complete” by the deadline indicated for that semester. Core complete status is not retroactive. Unofficial transcripts or verbal confirmation from the student will not meet this requirement.

<table>
<thead>
<tr>
<th>Fall</th>
<th>October 1st</th>
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<tbody>
<tr>
<td>Spring</td>
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<td>Summer II</td>
<td>July 1st</td>
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</tbody>
</table>

- The university cannot accept core-complete status from schools outside of Texas. Although other states may have an approved statewide core curriculum, the university cannot grant core-complete status in Texas based upon core status from an out-of-state institution.
- The university cannot accept core-complete status from private institutions of higher education in the state of Texas. This rule only applies to students whom Texas public institutions of higher education indicate are core complete.
- Having an Associate’s degree does not confirm a core-complete status. A student may have earned an Associate’s degree from a Texas public institution of higher education and NOT be core complete. An example of this instance is an Applied Associate’s degree. These students have the degree but have not completed an approved core.

The university will not require students who are legitimately core complete at the required time indicated above to complete ANY additional core-curriculum requirements at Texas A&M University-Texarkana. The university will require students who are not core complete to complete all approved core for Texas A&M University-Texarkana. Once they have completed the required A&M-Texarkana core, the university will indicate that they are core complete on any official transcript the university produces and that status will transfer to any other public institution of higher education in Texas.

Guidelines for Resolution of Transfer Disputes

Transfer disputes may arise when a Texas institution refuses to accept a lower-division course for credit. Officials must follow the following procedures in the resolution of lower-division, credit-transfer disputes:

1. If an institution of higher education does not accept course credit a student earns at another institution of higher education, the receiving institution shall give written notice to the student and to the sending institution that transfer of the course credit is denied and shall include in that notice the reasons for denying the credit. Attached to the written notice shall be the procedures for resolution of transfer disputes for
lower-division courses as outlined in this section, accompanied by clear instructions outlining the procedure for appealing the decision to the Commissioner of the Texas Higher Education Coordinating Board (THECB).

2. A student who receives notice as specified in paragraph 1 may dispute the denial of credit by contacting a designated official at either the sending or the receiving institution.

3. The two institutions and the student shall attempt to resolve the transfer of the course credit in accordance with THECB rules and guidelines.

4. If the student or sending institution cannot satisfactorily resolve the transfer dispute within 45 days after issuance of the student’s denial notice, the institution requesting transfer-dispute resolution and the institution denying course credit for the transfer will notify the commissioner in writing of the request and the reasons for its denial.

5. The commissioner or the commissioner’s designee shall make the final determination about a dispute concerning the transfer of course credit and give written notice of the determination to the involved student and institutions.

6. If a receiving institution has cause to believe that a course a student presents for transfer from another school is not of an acceptable level or quality, the receiving institution would first contact the sending institution and attempt to resolve the problem. In the event that the two institutions are unable to come to a satisfactory resolution, the receiving institution may notify the commissioner, who may investigate the course.

**Undergraduate Degree Plan Requirements**

**Majors, Minors, and Certifications**

A major consists of a minimum of 24 SCH in a subject area. A minor requires a minimum of 18 SCH in a discipline, with the exception of the interdisciplinary-studies minor that requires hours from more than one discipline.

**Minimum Courses in Residence**

All students seeking a bachelor’s degree must complete a minimum of 25% of the minimum hours their chosen degree program requires in residence. "In residence" refers to courses completed through Texas A&M University-Texarkana regardless of delivery method such as Web-based and distance-education courses. A&M-Texarkana will not consider courses completed through another school, including other Texas A&M University System campuses, in residence. Additionally, A&M-Texarkana will not consider non-traditional credit such as CLEP, AP, and experiential learning courses resident credit. For example, a degree requiring 120 SCH will require a minimum of 30 SCH be taken at A&M-Texarkana.

Note: See the section titled “Second Bachelor’s Degree” for more information regarding residency requirements for subsequent bachelor’s degrees completed.

**Minimum Upper-Division Credit**

All students seeking a bachelor’s degree must also complete a minimum of 45 SCH of upper-division course work. Some degrees require up to 54 SCH for an undergraduate degree. The BAAS & the BS in Kinesiology are the exceptions with a minimum of 36 SCH of upper-division course work for BAAS and 41 SCH of upper-division course work for Kinesiology. Upper-division course work is any course work at the junior or senior level. A course number that begins with a 3 or 4 identifies upper-division courses listed in the university course inventory. If a student’s degree program does not incorporate enough upper-division hours to meet this minimum, the student must complete upper-division electives until he or she meets the minimum.

**Guidelines for Undergraduate Double Majors**

The university defines a double major as a single undergraduate degree with two majors. A student may not pursue more than two majors concurrently in a single degree program. The following guidelines shall apply for all undergraduate students seeking a double major:

1. A student must meet all university and college requirements for both majors (e.g. curricular, grade-point average, etc.).

2. A student may not seek more than two majors at one time.

3. Both majors must lead to the same degree outcome (e.g. Bachelor of Science (BS) in English and BS in Psychology; Bachelor of Business Administration (BBA) in Accounting and BBA in Business Administration).

4. Students seeking a double major will not complete a minor. The university will allow the double major in lieu of a minor.

5. A student must submit a formal application to the registrar’s office to request a double major with the appropriate form. The student must complete the process no later than the last scheduled class day of the semester in which the student is scheduled to graduate.

6. A student will receive an official degree plan, which reflects all requirements necessary to complete the double majors, and the university will assign a faculty advisor for both majors.

7. For the Undergraduate Tuition Rebate eligibility and the Undergraduate Funding Limit Rule, the university will use the major with the highest total hours required. The university will charge the additional tuition rate for all hours, which exceed the limit under the Undergraduate Funding Limit Rule.

Texas Statute (TEC 61.821-61.831) requires that each public institution of higher education establish and incorporate a 42 semester credit hour core curriculum within the course requirements for all undergraduate degree programs. The Core Curriculum is defined by the State of Texas as "the curriculum in the liberal arts, humanities, sciences, and political, social, and cultural history that all undergraduates of an institution of higher
education are required to complete before receiving an academic undergraduate degree. Core Curriculum provisions apply to institutions of higher education that offer academic undergraduate degree programs.

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

**Core Objectives**
- **Critical Thinking Skills (CT)** - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills (COM)** - effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills (EQS)** - manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork (TW)** - ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility (SR)** - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **Personal Responsibility (PR)** - ability to connect choices, actions and consequences to ethical decision-making

**Foundational Component Areas**

There are nine Foundational Component Areas (FCA), including one Component Area Option (CAO). The CAO may provide options for students to choose additional courses from the other FCA. Each FCA has a component description as definition, a set number of Semester Credit Hours (SCH) required for completion of a component, and specified core objectives requirements. The nine FCA are:

- Communication (6 SCH)
- Mathematics (3 SCH)
- Life and Physical Sciences (6 SCH)
- Language, Philosophy and Culture (3 SCH)
- Creative Arts (3 SCH)
- American History (6 SCH)
- Government/Political Science (6 SCH)
- Social and Behavioral Sciences (3 SCH)
- The Component Area Option (6 SCH)

The Texas A&M University-Texarkana Core Curriculum requirements are listed below. These requirements must be met by every student entering A&M-Texarkana on or after the fall 2014 semester. Students entering earlier will be guided by the core curriculum in the catalog upon which they entered the university. Individual degree programs may require that specific courses from the core curriculum be used to satisfy degree requirements. Please visit with an academic and/or faculty advisor to determine the right course(s) to take that pertain to your degree. Students transferring course credit to satisfy the Core Curriculum should refer to the Texas Common Course Numbering System (https://www.tccns.org).

**Core-Complete Status for Undergraduate Students**

The university shall accept as core complete students who complete the approved core curriculum at any Texas public institution of higher education prior to enrollment at Texas A&M University-Texarkana.

The requirements to meet this status are as follows:

- **The official transcript** on file within the student’s initial semester of enrollment must indicate “Core Complete” by the deadline indicated for that semester. Core complete status is not retroactive. Unofficial transcripts or verbal confirmation from the student will not meet this requirement.

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The university will not require students who are legitimately core complete at the required time indicated above to complete ANY additional core-curriculum requirements at Texas A&M University-Texarkana. The university will require students who are not core complete to complete all approved
core for Texas A&M University-Texarkana. Once they have completed the required A&M-Texarkana core, the university will indicate that they are core complete on any official transcript the university produces and that status will transfer to any other public institution of higher education in Texas.

Core-Curriculum Substitutions

The university does not allow core-curriculum substitutions after a student has enrolled at Texas A&M University-Texarkana.

History and Government Requirements

State statute requires all state-supported higher-education institutions to include six SCH of U.S. History and six SCH of U.S. and Texas Government in the undergraduate curriculum. However, the student may substitute 3 SCH of Texas History for 3 SCH of U.S. History. State requirements do not allow other substitutions for these requirements.

Per the Texas Higher Education Coordinating Board’s Lower Division Course Guide Manual, students are required to complete six hours of Government which must include Constitution of the United States and the Constitution of the States, with special emphasis on Texas. The acceptable combinations are:

- GOVT 2301 and GOVT 2302, or
- GOVT 2305 and GOVT 2306, or
- GOVT 2301 and GOVT 2305 , or
- GOVT 2301 and GOVT 2306

If a student takes GOVT 2305 and GOVT 2302 or GOVT 2306 and GOVT 2302, one of the following courses must be completed to satisfy the Government requirement:

- GOVT 2301,
- GOVT 2107

Language Requirement for Bachelor of Arts Degrees

The Bachelor of Arts (BA) degree requires two years of the same foreign language (12 SCH) as part of the general-education requirements. Two years of study in the same foreign language in high school may substitute for the first year (6 SCH) of the same language at the university level. Students may not complete all bachelor’s degrees as a BA. See the degree program listing for the programs that allow the BA option.

2018-2019 Core Curriculum

The courses listed below have been approved by the Texas Higher Education Coordinating Board as the 2018-2019 Core Curriculum (General Education) for Texas A&M University-Texarkana.

Communication (010)- 6 SCH

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 1307</td>
<td>Introduction to Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1301</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 1315</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

NOTE: English 1301 requires a minimum grade of 'C'

Mathematics (020)- 3 SCH

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1314</td>
<td>College Algebra (see notes)</td>
<td>3-4</td>
</tr>
<tr>
<td>MATH 1324</td>
<td>Mathematics for Business and Social Sciences I</td>
<td></td>
</tr>
<tr>
<td>MATH 1332</td>
<td>Contemporary Mathematics I</td>
<td></td>
</tr>
<tr>
<td>MATH 1342</td>
<td>Elementary Statistical Methods</td>
<td></td>
</tr>
<tr>
<td>MATH 2412</td>
<td>Pre-Calculus (see notes)</td>
<td></td>
</tr>
<tr>
<td>MATH 2413</td>
<td>Calculus I (see notes)</td>
<td></td>
</tr>
</tbody>
</table>

Notes: MATH 2413 required for majors in Mathematics, Electrical Engineering, Computer Science, Chemistry and Biology. MATH 1314 is required for majors in Kinesiology, Psychology, EC-6 education, Kinesiology EC-12 and Biology 7-12 Composite Science education. MATH 2412 is required for majors in Biology 7-12 Life Science.

Life and Physical Science (030)- 6 SCH

Select six semester credit hours from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------</td>
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</tr>
<tr>
<td>BIOL 1306</td>
<td>Biology for Science Majors I</td>
<td>(see notes)</td>
</tr>
<tr>
<td>BIOL 1307</td>
<td>Biology for Science Majors II</td>
<td>(see notes)</td>
</tr>
<tr>
<td>BIOL 1308</td>
<td>Biology for Non-Science Majors I</td>
<td></td>
</tr>
<tr>
<td>BIOL 1309</td>
<td>Biology for Non-Science Majors II</td>
<td></td>
</tr>
<tr>
<td>BIOL 2401</td>
<td>Human Anatomy and Physiology I</td>
<td>(see notes)</td>
</tr>
<tr>
<td>BIOL 2402</td>
<td>Human Anatomy and Physiology II</td>
<td>(see notes)</td>
</tr>
<tr>
<td>BIOL 2406</td>
<td>Environmental Biology</td>
<td></td>
</tr>
<tr>
<td>CHEM 1305</td>
<td>Introductory Chemistry</td>
<td></td>
</tr>
<tr>
<td>CHEM 1311</td>
<td>General Chemistry I</td>
<td>(see notes)</td>
</tr>
<tr>
<td>CHEM 1312</td>
<td>General Chemistry II</td>
<td>(see notes)</td>
</tr>
<tr>
<td>GEOL 1403</td>
<td>Physical Geology</td>
<td></td>
</tr>
<tr>
<td>PHYS 1301</td>
<td>College Physics I</td>
<td></td>
</tr>
<tr>
<td>PHYS 1302</td>
<td>College Physics II</td>
<td></td>
</tr>
<tr>
<td>PHYS 1415</td>
<td>Physical Science I</td>
<td></td>
</tr>
<tr>
<td>PHYS 1417</td>
<td>Physical Science II</td>
<td></td>
</tr>
<tr>
<td>PHYS 2325</td>
<td>University Physics I</td>
<td>(see notes)</td>
</tr>
<tr>
<td>PHYS 2326</td>
<td>University Physics II</td>
<td>(see notes)</td>
</tr>
</tbody>
</table>

**Notes:** BIOL 1306 & BIOL 1307 are required for majors in Biology, Chemistry, Chemistry 7-12 & Kinesiology. CHEM 1311 & CHEM 1312 are also required for Chemistry & Biology majors. PHYS 2325 & PHYS 2326 are required for Computer Science & Electrical Engineering majors. BIOL 2401 & BIOL 2402 are required for Kinesiology, Kinesiology EC-12 and Nursing majors.

### Language, Philosophy and Culture (040)- 3 SCH

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISP 2375</td>
<td>United States Hispanic Culture and Civilization</td>
<td>3</td>
</tr>
<tr>
<td>HIST 2321</td>
<td>World Civilization I</td>
<td>(see notes)</td>
</tr>
<tr>
<td>HIST 2322</td>
<td>World Civilization II</td>
<td>(see notes)</td>
</tr>
<tr>
<td>HUMA 1301</td>
<td>Introduction to the Humanities I</td>
<td></td>
</tr>
<tr>
<td>MCOM 2370</td>
<td>Introduction to American Film History</td>
<td></td>
</tr>
<tr>
<td>PHIL 1350</td>
<td>Philosophy and Ethics of Science and Technology</td>
<td>(see notes)</td>
</tr>
<tr>
<td>SPAN 2311</td>
<td>Intermediate Spanish I</td>
<td></td>
</tr>
<tr>
<td>SPAN 2312</td>
<td>Intermediate Spanish II</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:** HIST 2321 & HIST 2322 are required for History majors. HIST 2321 or HIST 2322 is required for EC-6 majors. PHIL 1350 or HUMA 1301 is required for Computer Science, Electrical Engineering, Biotechnology, Kinesiology and Kinesiology EC-12 majors.

### Creative Arts (050)- 3 SCH

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 1301</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 1304</td>
<td>Art History II</td>
<td></td>
</tr>
<tr>
<td>DRAM 1310</td>
<td>Introduction to Theatre</td>
<td></td>
</tr>
<tr>
<td>ENGL 2321</td>
<td>British Literature</td>
<td>(see notes)</td>
</tr>
<tr>
<td>ENGL 2326</td>
<td>American Literature</td>
<td>(see notes)</td>
</tr>
<tr>
<td>ENGL 2331</td>
<td>World Literature</td>
<td>(see notes)</td>
</tr>
<tr>
<td>MUSI 1306</td>
<td>Music Appreciation</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:** ENGL 2321, ENGL 2326 & ENGL 2331 are all required for English majors.

### American History (060)- 6 SCH

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 1301</td>
<td>United States History I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1302</td>
<td>United States History II</td>
<td>3</td>
</tr>
</tbody>
</table>
### Government/Political Science (070)- 6 SCH

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOVT 2301</td>
<td>American Government I: Federal &amp; Texas Constitutions</td>
<td>3</td>
</tr>
<tr>
<td>GOVT 2302</td>
<td>American Government II: Federal &amp; Texas Political Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

### Social and Behavioral Sciences (080)- 3 SCH

Select one of the following: 3

<table>
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<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>BUSI 1301</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>CJ 1301</td>
<td>Introduction to Criminal Justice</td>
</tr>
<tr>
<td>ECON 2301</td>
<td>Principles of Macroeconomics (see notes)</td>
</tr>
<tr>
<td>ECON 2302</td>
<td>Principles of Microeconomics (see notes)</td>
</tr>
<tr>
<td>GEOG 1303</td>
<td>World Regional Geography</td>
</tr>
<tr>
<td>PSYC 2301</td>
<td>General Psychology (see notes)</td>
</tr>
<tr>
<td>SOCI 1301</td>
<td>Introduction to Sociology (see notes)</td>
</tr>
</tbody>
</table>

Notes: ECON 2301 & ECON 2302 are required for majors in Accounting, Business Administration & 7-12th grade Social Studies. ECON 2301 is required for History 4-8 majors. PSYC 2301 is required for Kinesiology, Kinesiology EC-12 and Psychology majors. SOCI 1301 is required for Sociology majors.

### Component Area Option (090)- 6 SCH

Select three semester hours from the following: 3

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<th>Title</th>
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<tbody>
<tr>
<td>ARTS 1301</td>
<td>Art Appreciation</td>
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<tr>
<td>ARTS 1304</td>
<td>Art History II</td>
</tr>
<tr>
<td>BIOL 1106</td>
<td>Biology for Science Majors I Lab 4 (see notes)</td>
</tr>
<tr>
<td>BIOL 1107</td>
<td>Biology for Science Majors II Lab 4 (see notes)</td>
</tr>
<tr>
<td>BIOL 1108</td>
<td>Biology for Non-science Majors I Lab 4</td>
</tr>
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<td>BIOL 1109</td>
<td>Biology for Non-science Majors II Lab 4</td>
</tr>
<tr>
<td>BIOL 1306</td>
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<tr>
<td>BIOL 1307</td>
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</tr>
<tr>
<td>BUSI 1301</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>CHEM 1111</td>
<td>General Chemistry I (Lab) 4 (see notes)</td>
</tr>
<tr>
<td>CHEM 1112</td>
<td>General Chemistry II (Lab) 4 (see notes)</td>
</tr>
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<tr>
<td>ECON 2302</td>
<td>Principles of Microeconomics</td>
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<td>ENGL 1111</td>
<td>Popular Music as Literature 5</td>
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<tr>
<td>ENGL 2321</td>
<td>British Literature</td>
</tr>
<tr>
<td>ENGL 2326</td>
<td>American Literature</td>
</tr>
<tr>
<td>ENGL 2331</td>
<td>World Literature</td>
</tr>
<tr>
<td>ENGL 2340</td>
<td>Writing Across the Curriculum</td>
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### Undergraduate Degree Plan Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>GEOG 1303</td>
<td>World Regional Geography</td>
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<tr>
<td>GEOL 1403</td>
<td>Physical Geology</td>
<td></td>
</tr>
<tr>
<td>HISP 2375</td>
<td>United States Hispanic Culture and Civilization</td>
<td></td>
</tr>
<tr>
<td>HIST 1111</td>
<td>Cathedrals, Castles, &amp; Monasteries: Medieval Architecture and Engineering</td>
<td>5</td>
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<tr>
<td>HIST 2321</td>
<td>World Civilization I</td>
<td></td>
</tr>
<tr>
<td>HIST 2322</td>
<td>World Civilization II</td>
<td></td>
</tr>
<tr>
<td>HUMA 1301</td>
<td>Introduction to the Humanities I</td>
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</tr>
<tr>
<td>IS 1100</td>
<td>University Foundations</td>
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<tr>
<td>MATH 1314</td>
<td>College Algebra</td>
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<tr>
<td>MATH 1324</td>
<td>Mathematics for Business and Social Sciences I</td>
<td></td>
</tr>
<tr>
<td>MATH 1332</td>
<td>Contemporary Mathematics I</td>
<td></td>
</tr>
<tr>
<td>MATH 1342</td>
<td>Elementary Statistical Methods</td>
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</tr>
<tr>
<td>MATH 2412</td>
<td>Pre-Calculus</td>
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</tr>
<tr>
<td>MATH 2413</td>
<td>Calculus I</td>
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</tr>
<tr>
<td>MCOM 1111</td>
<td>Film Appreciation</td>
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<tr>
<td>MCOM 1112</td>
<td>The Art of the Comic Book</td>
<td>5</td>
</tr>
<tr>
<td>MCOM 1113</td>
<td>Communication in Today's Media Saturated World</td>
<td>5</td>
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<tr>
<td>MCOM 2370</td>
<td>Introduction to American Film History</td>
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</tr>
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<td>MUSI 1306</td>
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<tr>
<td>PHIL 1111</td>
<td>Ethics</td>
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<td>PHIL 1350</td>
<td>Philosophy and Ethics of Science and Technology</td>
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<td>PHYS 1101</td>
<td>College Physics I Lab</td>
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<tr>
<td>PHYS 1102</td>
<td>College Physics II Lab</td>
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<tr>
<td>PHYS 1301</td>
<td>College Physics I</td>
<td></td>
</tr>
<tr>
<td>PHYS 1302</td>
<td>College Physics II</td>
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</tr>
<tr>
<td>PHYS 1415</td>
<td>Physical Science I (see notes)</td>
<td></td>
</tr>
<tr>
<td>PHYS 1417</td>
<td>Physical Science II</td>
<td></td>
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<td>PHYS 2125</td>
<td>University Physics I Lab</td>
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<tr>
<td>PHYS 2126</td>
<td>University Physics II Lab</td>
<td>4</td>
</tr>
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<td>PHYS 2325</td>
<td>University Physics I</td>
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<tr>
<td>PHYS 2326</td>
<td>University Physics II</td>
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<td>PSYC 2301</td>
<td>General Psychology</td>
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<tr>
<td>SOCI 1301</td>
<td>Introduction to Sociology</td>
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</tr>
<tr>
<td>SPAN 2311</td>
<td>Intermediate Spanish I</td>
<td></td>
</tr>
<tr>
<td>SPAN 2312</td>
<td>Intermediate Spanish II</td>
<td></td>
</tr>
<tr>
<td>SPCH 1315</td>
<td>Public Speaking</td>
<td></td>
</tr>
</tbody>
</table>

Notes: ENGL 1302 requires a minimum grade of 'C'. PHYS 1415 is required for majors in EC-6, Biology 4-8 science, English 4-8 ELAR, History 4-8 Social Studies & Math 4-8. BIOL 1106 & BIOL 1107 are required for majors in Biology, Chemistry & Kinesiology. BIOL 1106 & PHYS 1101 are required for Kinesiology EC-12 majors. CHEM 1111 & CHEM 1112 are required for majors in Chemistry & Biology. PHYS 2125 & PHYS 2126 are required for majors in Computer Science & EE.

- **1**: Students who have received/have been granted credit for GOVT 2302, GOVT 2305, or GOVT 2306 should register for GOVT 2301.
- **2**: Students who satisfactorily complete any course listed in the Foundation Core Areas (categories 010-080 listed above), that is not used to satisfy the FCA requirement in which it is listed, may use the course in the Component Area Option (090).
- **3**: Mandatory for FTIC Students.
- **4**: Indicates 1 hour science labs.
- **5**: Indicates 1 hour seminar course.
Applying for Admission

Admission to Texas A&M University - Texarkana is open to individuals, regardless of race, color, religion, sex, national origin, or educationally unrelated handicaps. Students may apply for admission to Texas A&M University - Texarkana by using the go.tamut.edu (https://go.tamut.edu/application) online application.

Please answer all questions on the application accurately. If the university grants a student admission on the basis of incorrect information or omitted facts, which, if known, would invalidate the applicant’s eligibility, that student’s admission is invalid. The completed application, additional forms, official transcripts from all previous colleges and universities, and official transcripts showing high-school graduation, and supporting documents constitute the basis upon which authorities determine eligibility for admission.

In accordance with the Texas record-retention requirements, the Admissions office will keep an application for admission on file for one year. After that date, the office will destroy the application for admission and file contents.

Application Fee

Students applying for admissions to Texas A&M University - Texarkana are required to pay a non-refundable application processing fee. Please allow 2-4 weeks for processing your admission application. The Admissions office must receive the application fee and admissions documents (transcripts, test scores, medical records, etc.) within 90 days of submission of the application to avoid cancellation. The applicant must review the admissions requirements and check his or her admission status online regularly to confirm receipt of the items the admissions office requires for his or her admission file.

The application fee is:

- $30 for U.S. applicants, and
- $50 for International applicants

Priority Deadlines

- April 1st—Fall semester
- May 1st—Summer sessions
- October 1st—Spring semester
Application Cancellation
Students may cancel their application at anytime. Cancellation of an admission application must be submitted in writing. Students may email the Admissions office at admissions@tamut.edu to cancel their application or submit the "Request to Cancel Application (https://it-lf-ecmf2.ads.tamu.edu/Forms/Cancel)" online form.

A student’s failure to submit the checklist items and pay the application fee within 90 days of the receipt of the student’s application may result in the cancellation of the student’s application.

Notice of Admission Decisions
Admission decisions are made throughout the application period and announced as soon as possible. Students will be notified of their admission decision via an official letter mailed to the address on their application.

Texas A&M University - Texarkana reserves the right to rescind an admission decision in the event that the university obtains additional factors regarding, but not limited to, the student’s academic performance and/or omission of information.

Students may contact the Office of Admissions at admissions@tamut.edu for additional information.

Safety and Security
The Texas A&M University - Texarkana admission application contains questions regarding whether the applicant has previously been convicted of a felony or suspended from an institution of higher education for disciplinary reasons. Prospective students who answer "yes" to these questions may be required to submit additional documentation and their admissions may remain pending until this information is reviewed.

Undergraduate Admissions

Applying for Admission
Admission to Texas A&M University - Texarkana is open to individuals, regardless of race, color, religion, sex, national origin, or educationally unrelated handicaps. Students may apply for admission to Texas A&M University - Texarkana by using the go.tamut.edu online application.

Please answer all questions on the application accurately. If the university grants a student admission on the basis of incorrect information or omitted facts, which, if known, would invalidate the applicant's eligibility, that student's admission is invalid. The completed application, additional forms, official transcripts from all previous colleges and universities, and official transcripts showing high-school graduation, and supporting documents constitute the basis upon which authorities determine eligibility for admission.

In accordance with the Texas record-retention requirements, the Admissions office will keep an application for admission on file for one year. After that date, the office will destroy the application for admission and file contents.

Application Fee
Students applying for admissions to Texas A&M University - Texarkana are required to pay a non-refundable application processing fee. Please allow 2-4 weeks for processing your admission application. The Admissions office must receive the application fee and admissions documents (transcripts, test scores, medical records, etc.) within 90 days of submission of the application to avoid cancellation. The applicant must review the admissions requirements and check his or her admission status online regularly to confirm receipt of the items the admissions office requires for his or her admission file.

The application fee is:
- $30 for U.S. applicants, and
- $50 for International applicants

Priority Deadlines
April 1st—Fall semester
May 1st—Summer sessions
October 1st—Spring semester

Transcripts and Test Scores
The applicant must request official transcripts from all colleges and universities that he or she has ever attended. These transcripts include correspondence courses and credit obtained through the College Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (Dantes), and Advanced Placement (AP) Exam.

If a student is or has been a member of any branch of the military, he or she has an Army/American Council on Education Registry Transcript System (AARTS), Sailor/Marine American Council on Education Registry Transcript (SMART), or Community College of the Air Force (CCAF) transcript.
A student cannot disregard any part of the college record except under provisions of the Academic Fresh Start Policy (p.).

Failure to submit all transcripts could result in administrative withdrawal from the university. Students cannot use records from one institution posted on a transcript from a second institution for admission purposes. Students can hand deliver transcripts and test scores (CLEP, Dantes, and AP) in a sealed envelope, or the issuing college or university can mail the documents directly. The university will also accept transcripts in electronic form from an official source such as Parchment, Speede, eScript, etc..

Please use the physical address as the mailing address when requesting transcripts and test scores:

Texas A&M University - Texarkana
7101 University Avenue
Texarkana, TX 75503
- or -
transcripts@tamut.edu

Students must submit any work attempted at another college subsequent to admission to the university whether or not students earned credit. Transcripts become the property of the university, and the university cannot return the transcripts to the student. The university will keep the transcripts on file for one year only if the student does not enroll.

**Application Cancellation**

Students may cancel their application at anytime. Cancellation of an admission application must be submitted in writing. Students may email the Admissions office at admissions@tamut.edu to cancel their application or submit the "Request to Cancel Application (https://it-lf-ecmf2.ads.tamu.edu/Forms/Cancel)" online form.

A student’s failure to submit the checklist items and pay the application fee within 90 days of the receipt of the student’s application may result in the cancellation of the student’s application.

**Notice of Admission Decisions**

Admission decisions are made throughout the application period and announced as soon as possible. Students will be notified of their admission decision via an official letter mailed to the address on their application.

Texas A&M University - Texarkana reserves the right to rescind an admission decision in the event that the university obtains additional factors regarding, but not limited to, the student’s academic performance and/or omission of information.

Students may contact the Office of Admissions at admissions@tamut.edu for additional information.

**Academic Fresh Start**

Senate Bill 1321 entitles residents of Texas to seek admission to public institutions of higher education without consideration of courses the students took ten or more years prior to enrollment. Applicants who elect to apply for admission under this law and who the university admits as students may not receive any course credit for courses taken ten or more years prior to enrollment. The student must declare this option at the time he or she applies for admission to the university.

Students who declare Academic Fresh Start are not eligible for graduation honors. Contact the Office of Admissions at admissions@tamut.edu or 903-334-6601 for additional information.

**Concurrent Enrollment**

High-school students interested in taking college-level courses are considered to be concurrently enrolled and must submit an application (https://go.tamut.edu/application) for admission and complete the Dual Credit/Concurrent Enrollment Application (https://www.tamut.edu/Admissions/pdf/Concurrent.pdf).

Eligibility is limited to high school junior (11th grade) and/or high school senior (12th grade) students. Students must be exempt based on ACT, SAT, TAKS, PSAT/NMSQT, PLAN, and/or End of Course (STAAR EOC) scores to satisfy the Texas Success Initiative (TSI) requirements or must pass the appropriate sections of the TSI Assessment to enroll in courses. If the student has not satisfied TSI, the student is not eligible for enrollment with Texas A&M University - Texarkana. Students may not enroll in remediation courses as concurrently enrolled students. Permission is limited to the term indicated on the application and must be separately granted for continued enrollment prior to high school graduation.

The student must maintain at least a 2.0 cumulative grade point average at Texas A&M University -Texarkana to continue in the concurrent enrollment program. If the student is enrolled with another institution while enrolled in the concurrent enrollment program at Texas A&M University - Texarkana the student must request official final transcripts be sent to Texas A&M University Texarkana by the issuing institution(s).

The student will register for classes and pay all regular tuition and fees during the regular registration period and will be responsible for observing all university regulations.
Freshmen Admissions

A student is considered a freshman if they:

- graduated high school or earned a General Equivalency Diploma (GED),
- will graduate high school or earn a GED, or
- has earned less than 30 hours of college credit after high-school graduation or receipt of a GED.
- has no prior college credit

Freshmen Admission Requirements

State of Texas Uniform Admission Policy

Texas Education Code (TEC) 51.803-51.809 requires that all students meet one of the following college readiness standards in order to be eligible to be considered for admission at a Texas four-year public institution:

- Successfully complete the recommended or advanced/distinguished high school program or complete the portion of the program that was available to them; or
- Satisfy the College Readiness Benchmarks on the SAT/ACT assessment:
  - SAT: 1500 out of 2400 (Verbal + Math + Writing) or
  - ACT: 18 English, 22 Reading, 22 Mathematics, and 23 Science; or
- Successfully complete a curriculum that is equivalent in content and rigor to the recommended or advanced/distinguished high school program at a high school that is exempt from offering such programs.

Exemption:

To claim an exemption from the State of Texas Uniform Admission Policy, students must submit one of the two Texas Higher Education Coordinating Board exemption forms completed by the high school counselor or other school official and all other documents with our office to be considered for admissions and scholarships. The forms below can be printed and submitted via the instructions on either two forms.

Form 1 - For Students who entered Grade 9 BEFORE the 2007-2008 School Year

Form 2 - For Students who entered Grade 9 IN the 2007-2008 School Year

Required Coursework for Admission

- 4 years of English
- 4 years of Mathematics - Three of the courses must be Algebra I, II, Geometry, and a higher math
- 4 years of Science - Two courses must come from Biology I, Chemistry I or Physics I
- 2 years of the same Foreign Language other than English

Students who do not meet the minimum required coursework as outlined by Texas A&M University - Texarkana must meet the college readiness standards as defined in the State of Texas Uniform Admission Policy.

Texas A & M University - Texarkana shall admit other applicants for admission as undergraduate students under section 51.805 of the State of Texas Uniform Admission Policy.

2018-2019 Freshmen Admission Standards

A freshman applicant must meet one of the following criteria to be eligible for admission.

GPA must be on an unweighted 4.0 scale.

<table>
<thead>
<tr>
<th>Class Rank/GPA</th>
<th>SAT Total Score (Prior to March 1, 2016)</th>
<th>SAT Total Score (After March 1, 2016)</th>
<th>ACT Composite Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4 GPA or Higher</td>
<td>No minimum</td>
<td>No minimum</td>
<td>No minimum</td>
</tr>
<tr>
<td>Top Quarter: 25%</td>
<td>No minimum</td>
<td>No minimum</td>
<td>No minimum</td>
</tr>
<tr>
<td>2nd Quartile: 26-50%</td>
<td>900</td>
<td>980</td>
<td>19</td>
</tr>
<tr>
<td>3rd Quartile: 51%-75%</td>
<td>940</td>
<td>1020</td>
<td>20</td>
</tr>
<tr>
<td>4th Quartile: 76%-100%</td>
<td>980</td>
<td>1060</td>
<td>21</td>
</tr>
</tbody>
</table>
Eagle Access Program

Students who do not meet institutional requirements for automatic or full admissions are offered consideration through an alternative admissions process, the Eagle Access Program. Eagle Access is a program designed to prepare students for success at Texas A&M University-Texarkana by providing the curriculum, connections, and support conducive to a smooth transition into college life.

Students accepted into the Eagle Access Program will be required to take a University Student Success course, IS 0300. Students may not drop IS 0300 without facing a forced withdrawal from the university. Success in the Eagle Access Program and subsequent full admission to Texas A&M University - Texarkana is defined as achieving at least a C or better in every attempted course to receive a minimum term GPA of 2.0 in all non-developmental course work. Academic advisors work closely with Eagle Access students to assist with their transition into university life.

2018 - 2019 Alternative Admission Standards

<table>
<thead>
<tr>
<th>GPA</th>
<th>SAT Total Score (Prior to March 1, 2016)</th>
<th>SAT Total Score (After March 1, 2016)</th>
<th>ACT Composite Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Quartile: 26-50%</td>
<td>820</td>
<td>900</td>
<td>17</td>
</tr>
<tr>
<td>3rd Quartile: 51-75%</td>
<td>860</td>
<td>940</td>
<td>18</td>
</tr>
<tr>
<td>4th Quartile: 76-100%</td>
<td>900</td>
<td>980</td>
<td>19</td>
</tr>
</tbody>
</table>

Transfer Admissions

Transfer Student Admissions

The university considers an applicant a transfer student if the applicant has attempted 30 or more college level credit hours at a regionally accredited institution after high school graduation or upon completion of their General Equivalency Diploma (GED). Transfer applicants must be eligible to enroll at all colleges or universities previously attended. If a student has less than 30 college semester credit hours the students will need to meet the Freshman Admission Requirements (http://tamut.edu/Admissions/Apply/Undergraduate-Admissions/Freshman-Admissions/Admission%20Requirements.html).

Transfer Admission Requirements

In order for a transfer student to be considered for admission at Texas A&M University - Texarkana must meet the following admission requirements:

- 30 or more transferable credit hours and;
- 2.0 cumulative grade point average (GPA) or higher.

If both of the above criteria are not met, the student will be denied admissions to the university.

The applicant must request official transcripts from all colleges and universities that he or she has ever attended. These transcripts include correspondence courses and credit obtained through the College Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (Dantes), and Advanced Placement (AP) Exam.

If a student is or has been a member of any branch of the military, he or she has an Army/American Council on Education Registry Transcript System (AARTS), Sailor/Marine American Council on Education Registry Transcript (SMART), or Community College of the Air Force (CCAF) transcript.

Failure to submit all transcripts could result in administrative withdrawal from the university. Students cannot use records from one institution posted on a transcript from a second institution for admission purposes. Students can hand deliver transcripts and test scores (CLEP, Dantes, and AP) in a sealed envelope, or the issuing college or university can mail the documents directly. The university will also accept transcripts in electronic form from an official source such as Parchment, Speede, eScript, etc.

Please use the physical address as the mailing address when requesting transcripts and test scores:

Texas A&M University -Texarkana
7101 University Avenue
Texarkana, TX 75503

- or -

transcripts@tamut.edu

All regionally accredited coursework will be evaluated by our admissions counselors once the transcript is received.

Transfer Admissions Appeal Process

Students that do not meet the 2.0 Cumulative GPA have the opportunity to appeal their denied admissions decision. Students will be asked to submit an appeal where only completed appeal packets will be considered. Please note that for an appeal to have merit, it must bring to light new academic
and personal information, as well as information pertaining to extenuating circumstances, that had not been present in the original application that clearly shows the student to be better prepared for success at the university level.

The following steps must be completed in order to be reconsidered for admission:

1. The completed Appeal Packet must be received 15 business days before the first class day of the semester the student applied.
2. The Appeal Packet must include:
   a. The Admissions Transfer Appeal Cover Sheet
   b. Letter of appeal detailing the extenuating circumstance (e.g. hospitalization, military service, family crisis, hardship) and reasons for re-consideration
   c. Supporting documentation that substantiates the appeal
3. Review and be willing to commit to the learning contract **Documentation must show verifiable evidence supporting the justification for the appeal. The documentation should support any claims made in the letter of appeal regarding hardship, illness, or other extenuating circumstances.
4. Mail, fax, email, or hand deliver your complete Appeal Packet to:
   
   Admissions Office  
   Texas A&M University-Texarkana  
   ATTN: Admissions Transfer Appeal  
   7101 University Avenue, Suite UC260  
   Texarkana, TX 75503  
   Fax: 903.223.3140  
   Email: admissions@tamut.edu

**Allow time for processing. Your completed appeal packet will be processed within 10 business days after it has been received. The process may include a face-to-face meeting with a Dean or Dean’s designee.

You will receive the appeal decision notification to the mailing address and email on file in the Admissions Office. Please make sure that this information is correct in our system.

**Important Information**

The appeal process is limited to admission to the university only; it does not guarantee admission to a particular program of study. Transfer students whose appeal is approved will be admitted on probation and will be required to sign a Learning Contract. If the student fails to achieve an institutional GPA of 2.0 or higher at the end of the first semester, the student will be placed on academic suspension for a period of one year and will be ineligible to re-enroll until such time period has elapsed. This is an academic appeal ONLY and approval of an academic appeal does not guarantee that the student will be eligible to receive financial aid. Financial aid appeals are considered separately from academic appeals. Please review the Financial Aid Satisfactory Academic Progress Appeals (http://catalog.tamut.edu/financial-aid-veteran-services/satisfactory-academic-progress) for more information.

**Readmissions**

**Readmission/Returning Students**

Students who have previously attended Texas A&M University - Texarkana after graduating from high school or earning their GED, that do not enroll for courses during one or more semesters, but who wish to return, must submit an application for admission. Students seeking readmission to the university do not have to pay the $30 application fee.

If a student has attended any other institution while away from Texas A&M University - Texarkana, the student must provide an official transcript from each institution that the student has attended. Students will not be readmitted until it is determined that these students have satisfied the 2.0 GPA admissions requirement.

If the student is returning after a suspension, the student will be admitted on probation.

**Transient Admissions**

The non-degree/transient application is designed for students who are attending another college or university and want to enroll at Texas A&M University-Texarkana and are not interested in pursuing a degree.

Transient applicants:

- Are admitted only for one semester at a time. If continued enrollment is desired, students must follow the appropriate admission application procedures.
- Are not eligible for financial assistance.
Applying for Admission

1. Complete the online application for admission for Texas A&M University-Texarkana at go.tamut.edu (https://go.tamut.edu/application).
2. Submit official transcripts from all prior universities or colleges attended, as well as military transcripts (if applicable).
3. Pay non-refundable $30.00 application fee.
4. Submit proof of the Bacterial Meningitis (http://tamut.edu/Admissions/Apply/Requirements-Forms-and-Additional-Information) vaccination if under 22 years of age to Magnus Health.

Failure to submit all transcripts could result in administrative withdrawal from the university. Students cannot use records from one institution posted on a transcript from a second institution for admission purposes. Students can hand deliver transcripts and test scores (CLEP, Dantes, and AP) in a sealed envelope, or the issuing college or university can mail the documents directly. The university will also accept transcripts in electronic form from an official source such as Parchment, Speede, eScript, etc.

Please use the physical address as the mailing address when requesting transcripts and test scores:

Texas A&M University-Texarkana
7101 University Avenue
Texarkana, TX 75503

- or -

transcripts@tamut.edu

Graduate Admissions

Applying for Admission

Graduate Admission to Texas A&M University-Texarkana is open to qualified individuals, regardless of race, color, religion, sex, national origin, or educationally unrelated handicaps. Students may apply for admission to Texas A&M University-Texarkana by using the ApplyTexas (https://www.applytexas.org/adappc/gen/c_start.WBX) online application.

Please answer all questions on the application accurately. If the university grants a student admission on the basis of incorrect information or omitted facts, which, if known, would invalidate the applicant’s eligibility, that student’s admission is invalid. The completed application, official transcripts from all previous colleges and universities, and supporting documents constitute the basis upon which authorities determine eligibility for admission.

In accordance with the Texas record-retention requirements, the Graduate Admissions office will keep an application for admission on file for one year. After that date, the office will destroy the application for admission and file contents.

Application Fee

Students applying for Graduate Admissions to Texas A&M University-Texarkana are required to pay a $50 non-refundable application processing fee. Please allow 2-4 weeks for processing your admission application. Graduate Admissions must receive the application fee and admissions documents (official transcripts, resume, test scores, etc) within 90 days of submission of the application to avoid cancellation. The applicant must review the admissions requirements and check his or her admission status online regularly to confirm receipt of the items Admissions requires for his or her admission file.

Priority Deadlines

April 1st- Fall semester
May 1st- Summer sessions
October 1st- Spring semester

Required Documents

- Resume- This document is used to assess the background experiences, activities, and possible skills that an applicant is able to document through work and life history. Care should be taken to tailor your resume to the program of study for which you are applying. Most resumes that graduate applicants submit are between 1-2 pages in length.
- Letters of Intent/Interest- This brief paper should allow the reader to better understand your rationale, life story and purpose in seeking this degree. Because effective writing skills are necessary to be successful in graduate school, program faculty typically review these papers from the perspective of your commitment and interest in the degree, as well as your overall skill and aptitude for effective and professional writing. Most letters of intent/interest that graduate applicants submit are between 2-4 pages in length.
- Recommendation Letters- Graduate school requires a multitude of different positive and effective professional attributes. Faculty attend to the suggestions, feedback and offerings by other professionals regarding your performance in previous institutions, work settings and other
professional venues. Recommendation letters may be completed by former co-workers, instructors, supervisors, or any other professionals who can clearly attest to the work, study and/or professional habits and styles of the applicant.

**Official Transcripts** - University policy forbids anyone from being fully accepted into a graduate degree program without first supplying the university with an official transcript from each and every college/university the applicant attended. It is important to note that ALL transcripts must come directly from the institution of record (mailed or hand delivered in an unopened envelope sealed by the issuing institution), and must be official. **To be accepted into the University, applicants must have an overall or last 60 SCH of 2.5 or higher. Degree programs may require a higher GPA for admission.**

**Other Materials** - Because the graduate level of education requires in-depth training regarding the program of study, some degree programs require additional documentation or information before making a final admissions decision.

**In-Person Interviews** - The counseling program (both clinical mental health and school) require an in-person interview with the program faculty. This interview is typically 20 minutes in length and is used as a part of the overall assessment of fit within the field of professional counseling. The Adult and Higher Education program requires that all applicants meet with the program coordinator (Dr. Gaynell Green) for an in-person interview prior to full acceptance into the program. The Instructional Technology program requires that applicants complete an in-person, skype or phone interview prior to acceptance in the program.

**Standardized Tests (GRE, MAT, GMAT)** - One of the predictors used nationally to determine aptitude and potential ability in meeting the academic rigors of graduate studies is the use of a standardized test. Some programs require official scores on these exams as a part of the overall assessment of applicants. The Testing Center offers the MAT on a regular basis throughout the school year. Please check the Testing Center (http://www.tamut.edu/Academics/Student-Support/Testing-Center) website for more information on procedures for setting up a test and testing dates.

**International Students ONLY** - Additional requirements are required for international students. In addition to the items above graduate studies will need official TOEFL scores, Foreign Credentialing Evaluations on all foreign colleges/universities attended, and clearance from the International Student Services Office.

An international student must have clearance from the International Student Services Office before an admission decision can be made. Visit the International Admissions (http://www.tamut.edu/Academics/Colleges-and-Departments/Graduate-Studies/What%20Do%20I%20Need%20To%20Submit%20.html) website to read all information on regulations for International Students.

All materials should be sent to:

Office of Graduate Admissions
7101 University Avenue
Texarkana, TX 75503

**Non-Degree Students**

Graduate students who are not currently seeking a degree should contact the Office of Graduate Studies and Research or a faculty member to discuss options. No more than 12 SCH earned as a non-degree seeking student may apply toward a graduate degree. Students should declare a change in status prior to the completion of the 12 SCH. Non-degree seeking students must submit an official transcript from the last college they attended and a transcript showing a bachelor’s degree.

**International Admissions**

**International Undergraduate Admissions**

**Applying for Admission**

International students must submit their application via ApplyTexas (https://www.applytexas.org/adappc/gen/c_start.WBX) and must answer all questions on the application **accurately and completely.** If the university grants a student admission on the basis of incorrect information or omitted facts, which, if known, would invalidate the applicant's eligibility, that student's admission is invalid. The completed application, additional forms, official transcripts from all previous colleges and universities, and official transcripts showing high-school graduation, and supporting documents constitute the basis upon which authorities determine eligibility for admission.

You are an international student if you:

- are not a citizen or permanent resident of the United States or
- are not graduating from a Texas high school after three years in residence in Texas (please review Senate Bill 1528 (http://registrar.tamu.edu/Registrar/media/REGI_Forms/residency_affidavit.pdf))

**Application Fee**

- $50 non-refundable application fee
• If paying by check or money order, make payable to Texas A&M University – Texarkana; include the student’s full name, application term, and ID number

Academic Requirements
Texas A&M University - Texarkana requires that international applicants show proof of successful completion of a course of study equivalent to that required of a U.S. citizen.

International transcripts must be evaluated by an independent credential evaluation agency before we consider you for admission to the university. All transcripts should be evaluated course by course and semester by semester. For Graduate Admissions, the bachelor degree earned at a foreign institution must be equivalent to an accredited U.S. institution four year degree.

2018-2019 Admission Standards (p. 68)

Language Proficiency
International applicants must be adequately proficient in English to be considered admissible to the university. The following satisfy the university’s language proficiency requirement:

• A minimum TOEFL Score of 71 iBT, 550 paper-based, 213 computer based or;
• A minimum SAT Critical Reading (Verbal) score of 500 - testing prior to March 2016, or a minimum SAT Reading Score of 27 - testing on or after March 1, 2016
• A minimum ACT English Score of 19, or;
• A minimum IELTS Score of 6.0 overall band, or;
• Completed ENG 1301 & ENG 1302 at a U.S. institution with a grade of “C” or better, or;
• Completed all Four Years in high school within the U.S., or;
• Transferred in with at least 48 credit hours from an English speaking country, or;
• Have citizenship in: Australia, American Somoa, Belize, Grenada, Grand Cayman, Guyana, New Zealand, The British Virgin Islands, Jamaica, United Kingdom, Ireland, Antigua, Liberia, Sierra Leone, Trinidad/Tobago, Scotland, South Africa, St. Lucia, Wales, Bahamas, Barbados, Canada (excluding French speaking Quebec), Switzerland.

International students must complete the admission requirements at least 60 days prior to the beginning of class.

Foreign Credential Evaluation
Students applying for International Admissions will be required to obtain a Foreign Credential Evaluation if their former or current high school or university is located outside of the United States. An official transcript directly from the university or high school will be sufficient if the school is located in the United States or if it has a United States regional accreditation. The following are agencies in which Texas A&M University-Texarkana will accept Foreign Credential Evaluations. Transfer applicants should have their college or university transcripts evaluated course by course. For freshmen applicants, high school transcripts need only be evaluated to determine U.S. high school equivalency.

• World Education Services- www.wes.org
• Foreign Credentials Services of America- www.foreigncredentials.org
• Global Services Evaluators, Inc- www.gceus.com or www.gcevaluators.com

Summary of Documents Required for Admission

• Application for admission ONLINE at www.applytexas.org
• Priority Deadlines:
  • Fall - February 1st
  • Spring - October 1st
  • Summer - March 1st
• Official Transcript Credit Evaluation Report(s)
• Proof of Language Proficiency
• Test Scores (ACT, SAT, GRE, GMAT, MAT, CLEP, etc)
• Bacterial Meningitis for students under age 22. You may qualify for an exemption (p. 69).

Documentation needed to getting your I-20 Documentation (submitted to the Office of International Studies)
1. Must be accepted to the university in an official degree program or the Intensive English Program for a full course of study
2. Personal financial documents showing the ability to pay for one year of academic enrollment or a Sponsor’s Statement signed by someone who will support the student for a minimum cost of attendance for one academic year. Sponsor statements cannot be signed by a spouse or another student and should be based on current financial information.
   a. Support for the 2018-2019 academic year is $31,507 for undergraduate students and $26,251 for graduate students. All financial documents and amounts need to be expressed in US Dollars and translated into English
3. Provide a copy of your passport
4. Submit and allow for time to receive all documents to the Office of International Studies 45 days before the first class day of the semester.
5. International Students should not make plans to depart for Texarkana until the acceptance letter and supporting documentation (i.e. I-20) have been received.

Contact the Director of International Studies or visit the International Student (http://www.tamut.edu/Admissions/Apply/International) website for additional information.

Note: Graduate-studies, degree-seeking students must submit additional paperwork to the Graduate Studies Office for program admission. Students may find additional information on the Graduate Studies (http://www.tamut.edu/Academics/Colleges-and-Departments/Graduate-Studies/What%20Do%20I%20Need%20To%20Submit%20.html) website.

2018-2019 Freshmen International Admission Requirements

Transfer International Admission Requirements

The university considers an applicant a transfer student if the applicant has attempted 30 or more college level credit hours at a regionally accredited institution after high school graduation or upon completion of their General Equivalency Diploma (GED). Transfer applicants must be eligible to enroll at all colleges or universities previously attended.

In order for a transfer student to be considered for admission at Texas A&M University - Texarkana must meet the following admission requirements:

- 30 or more transferable credit hours and;
- 2.0 cumulative grade point average (GPA) or higher.

If both of the above criteria are not met, the student will be denied admissions to the university.

All transfer coursework that is not from the U.S., must be articulated by a transfer equivalency agency.

Please use the physical address as the mailing address when requesting transcripts and test scores:

Texas A&M University - Texarkana
7101 University Avenue
Texarkana, TX 75503

- or -

transcripts@tamut.edu

All regionally accredited coursework will be evaluated by our admissions counselors once the transcript is received.

Intensive English Program (IEP)

Our Mission

The mission of the Texas A&M University-Texarkana Intensive English Program (IEP) is aligned with the university's mission, which is to provide "students the opportunity to acquire the knowledge, abilities, and skills to become leaders in their chosen profession and to prepare for the opportunities of serving in a global environment." IEP seeks to provide global, international experiences for A&M - Texarkana students and faculty as reflected in its mission. For international students and scholars, the program seeks to offer academically challenging, engaging, and rewarding educational experiences by offering quality English as a Second Language (ESL) teaching and student support services. Through personal attention, our IEP administration and faculty strive to assist participant students in developing linguistic, academic, and professional skills, which will aid in their acquisition of the cultural adaptation skills necessary to function and succeed in a global society in which English is the primary language of communication.

Program Description

The Intensive English Program (IEP) prepares international students for success in academic programs or professional careers by offering academically challenging, engaging, and rewarding educational experiences and student support services. It offers opportunities for studying in small group environment with access to all campus resources. The program focuses on developing the English language domains necessary for effective written and oral communication and critical reading and listening. It also targets the mastery of study and research skills, as well as proficient intercultural communication, required for optimal second language development.

Program Highlights

- Length of Study: 8 week-terms during the summer, fall (2 terms) and spring (2 terms) and 16 week-terms in the fall and in the spring semester.
- Proficiency levels: Beginning to advanced levels focusing on developing fundamental English skills and college preparatory targeting the development of English language skills required for admission to regular degree programs. Students are placed into levels based on their placement test scores.
- Small classes with highly qualified faculty provide instruction 20 hours per week, Monday to Friday, tutoring, and personalized academic support.
• College preparatory courses: Academic Reading, Academic Writing and Advanced Grammar, Research Skills and Research Paper Writing.
• Individual tutoring and language lab activities in the afternoons. Students must make appointment with the tutors at the Success Center.
• 24-hour access to language software and laboratory activities in the afternoon. These services have to be access through the library website (students must log on when accessing these services out of campus).
• Access to all university facilities and academic and student support services (wireless internet and computers, gym and recreational sports, library, clubs, campus and dorm amenities and recreation).
• Welcome reception and student participation in cultural and recreational activities and one trip (Dallas or Shreveport) (fees apply).
• Life on campus at Bringle Lake Village to allow students the opportunity to experience college life.

2018-2019 PROGRAM COST

Application Fee: $50

Tuition: $1,900* for the 8-week program and 5-week intensive; $3,600* for the 16 week-program (full term)

*Program costs include application fee, tuition, textbooks, laboratory and computer use, access to university services, airport arrival and pick-up from the Texarkana Regional Airport

Insurance: All students will be automatically registered to the Texas A&M System insurance. A charge of $208 per month is made to the student account upon arrival to campus.

**Installment plan (4 installments) is available for the 16 week term (excludes the insurance premium)

**Cost does not include personal expenses. **Students are responsible for purchasing meals not included in the meal plan.

Tuition packet includes:
• Welcome reception and international open house
• 20 hours of instruction per week
• Small classes with highly qualified faculty
• Afternoon tutoring and personalized academic support (requested by the student, administered on an individual basis)
• Mentoring and counseling
• Cultural activities and participation in the host family program (must be requested by the student; not a home-stay program)
• Access to all university facilities and academic and student support services (wireless internet and computers, gym and recreational sports, library, clubs, campus and dorm amenities and recreation)

Payment Information:
All payments must be made through the Touchnet Payment Gateway at Web for Students. You will receive information on how to make these payments with the letter of pre-acceptance to the program. For more information on how to make the required payments, see Application and Admission Checklist for information on payment. The $50 application fee has to be paid toward the program tuition before the I20 is issued and sent to your for the visa application.

HOUSING APPLICATION

Students are required to stay at the university dorms. Housing application fee is $100. The $100 housing application fee is non-refundable.

• Students should not apply for housing until the acceptance letter and all the legal documentation for the application to the visa have been received by mail.

Contact the IEP at internationalprograms@tamut.edu

Bacterial Meningitis

Beginning on January 1, 2012, all entering students are required to show evidence of an initial bacterial meningitis vaccine or a booster dose during the five-year period preceding and at least 10 days prior to the first day of the first semester in which the student initially enrolls at an institution.

An entering student includes a first-time student of an institution of higher education or private or independent institution of higher education and includes a transfer student, or a student who previously attended an institution of higher education before January 1, 2012, and who is enrolling in the same or another institution of higher education following a break in enrollment of at least one fall or spring semester.

Bacterial Meningitis is a serious, potentially deadly disease that can progress extremely fast - so take utmost caution. It is an inflammation of the membranes that surround the brain and spinal cord. The bacteria that causes meningitis can also infect the blood. This disease strikes about 3,000 Americans each year, including 100-125 on college campuses, leading to 5-15 deaths among college students every year. There is a treatment, but those who survive may develop severe health problems or disabilities.
Exceptions to Bacterial Meningitis Vaccination Requirement

- A student is not required to submit evidence of receiving the vaccination against bacterial meningitis if the student meets any of the following criteria: The student is 22 years of age or older by the first day of the start of the semester (effective 1/1/2014); or
- the student is enrolled only in online or other distance education courses; or
- the student is enrolled in a continuing education course or program that is less than 360 contact hours, or continuing education corporate training; or
- the student is enrolled via concurrent enrollment and the course which is taught at a public or private K-12 facility not located on a higher education institution campus; or
- the student is incarcerated in a Texas prison.

A student is not required to submit evidence of receiving the vaccination against bacterial meningitis if the student submits to the institution:

- An affidavit or certificate signed by a physician who is duly registered and licensed to practice medicine in the United States, stating that in the physician's opinion, the vaccination would be injurious to the health and well-being of the student; or
- An affidavit signed by the student stating that the student declines the vaccination for reasons of conscience, including a religious belief. A conscientious exemption form from the Texas Department of State Health Services (DSHS) must be used, or
- Confirmation that the student has completed the Internet-based Department of State Health Services form to claim an exemption for reasons of conscience (for entering students at public junior colleges ONLY).

Visit the College Vaccine Requirements (http://collegevaccinerequirements.com) website for information about requesting a conscientious objection exemption form from DSHS.

The DSHS exemption form may be ordered electronically; however it will be mailed to the address provided by the student. Please allow up to two weeks to receive the form. The form must be completed, notarized, and submitted to our online student medical records system.

For Religious or other exemptions:

The Reason of Conscience Affidavit has to be requested from the Texas State Health Department and must be mailed to Magnus Health. Copies, faxed or uploaded forms will not be accepted. The form itself is a light blue color. If it is uploaded or copied, the Void watermark will appear and makes the form invalid UNLESS it was processed by us via mail.

Residency Requirements

Residency Information

The determination of residency classification for tuition purposes is governed by statues enacted by the Texas Legislature and rules and regulations promulgated by the Texas Higher Education Coordinating Board (THECB). Texas law classifies each person who applies for admission to a Texas public college or university as a resident of Texas, a nonresident, or a foreign (international) student.

Determining Residency

When students apply for admission, the university uses information they provided on the application to make an initial determination about residency. If your residency has been determined to be Out of State based on the Texas Education Code, and you believe you should be considered an In State resident you will need to fill out and submit the Residency Questionnaire (https://it-lf-ecmf2.ads.tamu.edu/Forms/RzqDJ) to the Residency Determination Officer for Texas A&M University - Texarkana.

Establishing Residency

Individuals can establish residency in the following three ways:

Option 1: Residency through High School Graduation

The option of establishing Texas residency is available to citizens or permanent residents of the U.S. and to international students who hold certain types of visas.

To establish residency through high school graduation, you must:

1. Graduate from a Texas high school or receive a GED in Texas; and
2. Live in Texas for the 36 months immediately before high school graduation; and
3. Live in Texas for the 12 months immediately before the census date (usually the 12th class day) of the semester in which you enroll TAMUT.

Option 2: Establishing and Maintaining Domicile in the state of Texas

The following persons are considered residents of this state if:
1. a person:
   a. established domicile in this state not later than one year before the census date of the academic term in which the person is enrolled in an institution of higher education; and
   b. maintained that domicile continuously for the year preceding that census date; or

2. a dependent whose parent:
   a. established a domicile in this state not later than one year before the census date of the academic term in which the dependent is enrolled in an institution of higher education; and
   b. maintained that domicile continuously for the year preceding that census date; and

Option 3: Continuous Enrollment
Texas residency can be granted to a person who:
   a. was previously enrolled and classified as a Texas resident in a public institution of higher education; and
   b. maintained continuous enrollment, or did not break enrollment for more than one regular semester.

Option 4: International Students
F-1 Visa
Generally, students holding F-1 visas are not eligible to be considered Texas residents for tuition purposes. Due to the nature of the F-1 visa, F-1 visa holders are not eligible to domicile (see list below) and do not qualify for a resident classification. However, if a student with an F-1 visa also has an application for permanent residence (I-485 application) pending with United States Citizenship and Immigration Services (USCIS), the student may be eligible to have their tuition charged at the resident tuition rate. The general requirements for establishing Texas residency will apply to these students.

Eligible Visa Types
Students on visa types that are eligible to establish domicile in the United States may be eligible for Texas residency.

Option 5: Deferred Action for Childhood Arrivals (DACA)
In accordance with USCIS, "An individual who has received deferred action is authorized by The Department of Homeland Security (DHS) to be present in the United States, and is therefore considered by DHS to be lawfully present during the period that deferred action is in effect." The general requirements for establishing residency will apply to these students. They will be required to fill out an affidavit stating they will at some point fill seek permanent residency. If they are already a Permanent Resident we only need a copy, front and back, of the permanent resident card.

Students who are not Texas residents may be able to pay the same tuition as a Texas Resident depending on where they live. Visit our Non-Resident Classification (http://catalog.tamut.edu/admissions/residency/#outofstateresidentinformationtext) page to see what tuition and fee rate you will be paying.

If you have further questions not listed on our website or on the Residency FAQ (http://tamut.edu/Admissions/Apply/Requirements-Forms-and-Additional-Information/Residency/Residency-FAQs.html) page please contact our campus Residency Officer, Chrissy Gonzalez, at cgonzalez@tamut.edu or 903.223.3180. You can also visit Enrollment Services in the University Center for further assistance.

Non-Resident Information
A student who resides in a state other than Texas, is considered a non-resident.

Senate Bill 1272 may allow students residing in Oklahoma, Arkansas, certain counties in New Mexico, or certain parishes in Louisiana to receive a waiver to pay a lowered non-resident tuition. Please review the information below to see if you qualify for this waiver.

In-State Tuition Rate
A non-resident student who resides in Oklahoma, Arkansas, certain parishes in Louisiana (see below), and certain counties in New Mexico (see below) will receive the in-state tuition rate.

Arkansas: All counties in Arkansas

Oklahoma: All counties in Oklahoma

Border Parish Louisiana: Bordering parishes listed below
   - Beauregard Parish
   - Caddo Parish
   - Calcasieu Parish
Texas Success Initiative (TSI)

- Cameron Parish
- DeSoto Parish
- Sabine Parish
- Vernon Parish

Border County New Mexico - Bordering counties listed below

- Union County
- Quay County
- Curry County
- Roosevelt County
- Lea County
- Eddy County
- Otero County
- Dona Ana County

In-State Tuition Rate plus $30.00 per credit hour

A non-resident student who resides in the 44 contiguous states including all other counties in New Mexico and all other parishes in Louisiana will pay the in-state tuition rate plus $30.00 per credit hour.

Foreign Student Tuition Rates

In accordance with Section 54.051(d) of the “Texas Education Code,” the university will set the tuition rates for nonresident students enrolled in public universities and health-related institutions for academic year 2014-2015 at $412.00 per semester credit hour (SCH) plus any designated tuition and, when appropriate, Board-authorized graduate tuition the institution charges. Exceptions include tuition rates for nonresident students enrolled in medicine, veterinary medicine, dentistry, and law. Those students can find the tuition rates in other paragraphs of Section 54.051 of the “Texas Education Code.”

Texas Success Initiative (TSI)

The Texas Education Code statute 51.3062 (http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.51.htm), Success Initiative, effective September 1, 2003, requires the university to assess the academic skills of each entering undergraduate student to determine the student’s readiness to enroll in freshman-level academic coursework. The fee for the completion of the assessment instrument will be paid by the student. The university will not use the assessment or the results of the assessment as a condition of admission to the institution.

- Is required by the Texas State Legislature for identifying and preparing academically those students whose basic skills in writing, reading, and/or mathematics are less than what is required to succeed in college level courses.
- Requires constant student participation in developmental education classes if that student is deficient in the academic areas of reading, writing, and/or mathematics.
- Requires all NON EXEMPT (TSI Exemptions (http://www.tamut.edu/Admissions/Apply/Requirements-Forms-and-Additional-Information/Texas-Success-Initiative/TSI%20Exemptions.html)) incoming students to complete the mandatory Pre-Assessment Activity and then to take the TSI assessment test before registering for classes.

Pre-Assessment Activity (PAA)

Before taking the TSI Assessment, students must participate in a Pre-Assessment Activity (http://tamut.edu/Academics/Student-Support/Testing-Center/OnlinePreAssessmentActivity%28PAA%29). Texas A&M University-Texarkana is required to provide the Pre-Assessment Activity as well as document your participation, so it is very important that you complete this activity before you take the test. In addition, you will not be allowed to take the TSI Assessment until you have completed this activity. The activity includes the following:

- An explanation of the importance of the TSI Assessment
- Practice test questions and feedback
- An explanation of your developmental education options, if you do not meet the minimum passing standard; and
- Information on campus and community resources to help you succeed as a college student.

Visit the Undergraduate Admissions (http://www.tamut.edu/Admissions/Apply/Requirements-Forms-and-Additional-Information/Texas-Success-Initiative) website for additional information and resources regarding the Texas Success Initiative (TSI). Students who have questions regarding their TSI status may contact Undergraduate Admissions at admissions@tamut.edu or the Registrar’s Office at registrar@tamut.edu.

TSI Exemptions and Exceptions

Students may be exempt from the TSI Assessment test if they:
• have graduated with an associate or baccalaureate degree from an institution of higher education; OR
• have transferred from a private or independent institution of higher education or an accredited out-of-state institution of higher education and who has satisfactorily completed college-level coursework as determined by the receiving institution; OR
• have previously attended any institution and has been determined to have met readiness standards by that institution; OR
• are student who is enrolled in a certificate program of one year or less (Level-One certificates, 42 or fewer semester credit hours or the equivalent) at a public junior college, a public technical institute, or a public state college; OR
• are serving on active duty as a member of the armed forces of the United States, the Texas National Guard, or as a member of a reserve component of the armed forces of the United States and has been serving for at least three years preceding enrollment; OR
• on or after August 1, 1990, was honorably discharged, retired, or released from active duty as a member of the armed forces of the United States or the Texas National Guard or service as a member of a reserve component of the armed forces of the United States; OR
• are enrolled at TAMU-T as a non-degree-seeking or non-certificate-seeking student.

TSI Exemption based on transfer course work
Students who transfer from private or independent institutions of higher education or accredited out-of-state institutions of higher education and who have satisfactorily completed college-level course work with a "C" or better in one course from each of the three areas listed below:

• Writing--ENGL 1301, 1302, 2321, 2322, 2323, 2331, 2332, 2326, 2327, 2328, 2341, 2342, 2343, HIST 1301, 1302, 2301, 2311;
• Reading--HIST 1301, 1302, ENGL 1301, 1302, 2321, 2322, 2323, 2326, 2327, 2328, 2331, 2332, 2333, 2341, 2342, 2343, GOVT 2301, 2302, 2305, 2306, PSYC 2301, 2314, PHIL 1301, 2303, 2306, GEOG 1300, 1301, 1302, 1303
• Mathematics--MATH 1314 or higher; PYSC 2301

TSI Exemptions based on Standardized Tests
Students who test at or above the following standards, valid five (5) years from the testing date may be exempt from TSI developmental education requirements:

ACT
• Reading & Writing TSI Assessment exemption: composite score of 23 with a minimum of 19 on the English test
• Math TSI Assessment exemption: 19 on the mathematics test

SAT
Prior to March 2016:
• SAT combined critical reading and math score: 1070
• Reading & Writing Exempt: minimum of 500 on critical reading
• Math Exempt: minimum of 500 on the math test

March 2016 and on:
• Reading & Writing Exempt: minimum of 480 on evidence-based Reading & Writing (EBRW)
• Math Exempt: minimum 530 on the math test

TAKS
Students who achieve the following minimum score on the Texas Assessment of Knowledge and Skills (TAKS) valid 5 years from date of testing:
• 2200 on TAKS Math and 2200 on TAKS English/Language Arts with a writing subscore of at least 3

STAAR end-of-course (EOC):
Students must attend college within five (5) years of their end-of-course (EOC) test in order to use the scores for an exemption.

• Reading & Writing Exempt: minimum Level 2 score of 4000 on the English III
• Math Exempt: minimum Level 2 score of 4000 on the Algebra II EOC;

If you think you meet one of these exemptions please verify that Texas A&M University-Texarkana has this information on file by contacting the Admissions Office at admissions@tamut.edu.

TSI ASSESSMENT (TSIA) College Readiness Standards
Approved phase-in College Readiness Standards:

Phase 1 – Freshmen entering higher education Fall 2013 (first class day)

• Mathematics - 350
• Reading - 351
Texas Success Initiative (TSI)

- Writing – Placement score of at least 350 and an essay score of at least a 5; OR Placement score of at least 363 and an essay score of 4; OR Placement score of less than 350, and an ABE Diagnostic level of at least a 4, and an essay score of at least a 5

Phase 2 – Freshmen entering higher education Fall 2017 (first class day)

- Mathematics - 356
- Reading - 355
- Writing – Placement score of at least 350 and an essay score of at least a 5; OR Placement score of at least 363 and an essay score of 4; OR Placement score of less than 350, and an ABE Diagnostic level of at least a 4, and an essay score of at least a 5
**FINANCIAL AID AND VETERAN SERVICES**

**Financial Aid**
Texas A&M University-Texarkana offers many financial aid options to help pay for your college expenses. We recognize that financial assistance is an important key to your educational goals and success. We are committed to helping you secure your dreams at Texas A&M University-Texarkana by maximizing sources of governmental, state and institutional funding.

To better assist our students, we offer one on one counseling to answer any questions or concerns you might have. We also offer a financial literacy program to better educate our students on making the right financial choices.

In order to receive financial aid, all students must complete the Free Application for Federal Student Aid (www.fafsa.ed.gov) and list Texas A&M University Texarkana (school code 031703) on their FAFSA. All students will need a FSA ID (www.fsa.id.ed.gov) to complete a FAFSA.

**March 15th** is the priority deadline for the completion of the FAFSA and submission of all required financial aid documents for the award year. The Financial Aid Office (FAO) uses the university issued Ace Mail email account for all official university communication. It is suggested students check their Ace Mail account frequently.

A students’ award package is an estimate based on their projected enrollment status of full time for undergraduates and half time for graduates, to be adjusted after the census date each semester. Aid is disbursed to students no earlier than 10 days before the start of each semester. If a credit balance is given to a student before the census date, it is the student’s responsibility to return any funds issued when undergraduate enrollment is less than full time or graduate enrollment is less than half time. Awards are subject to change due to a variety of factors. **Be advised, it is the student’s responsibility to notify the Financial Aid Office (FAO) of any enrollment changes, as these changes may directly affect your Financial Aid package.**

**How to Apply**
The “Free Application for Federal Student Aid” (FAFSA) is available in October for the upcoming fall, spring, and summer semesters. Students should apply online at www.fafsa.ed.gov. The Web site requires information from the prior - prior year’s Federal Income Tax return in order to complete the FAFSA. Other records or information the student might need are non-taxable income, such as Veterans Administration benefits or government-assistance benefits; current bank and mortgage information; medical and dental bills; and business or farm information. Students must prepare to provide documentation of all information used on the financial-aid application. The government considers academic progress and scholastic standing into consideration when it assesses aid eligibility. Recipients must maintain the number of hours for which they register on the university’s official census date (12th class day fall and spring; 4th class day summer). The university may expect prorated repayment of aid from students who withdraw or drop hours. Because the university administers financial aid on a first-come, first-served basis, early application is important. Students may contact the Office of Financial Aid and Veteran Services (FAO), Room UC260 for additional information or e-mail finaid@tamut.edu.

Note: The priority submission date for completing the FAFSA for the upcoming fall semester is March 15.

**Student Loan Default**
Students in default on federal-student loans or who owe repayment to any financial-aid program are ineligible for additional financial aid. In order to register for classes, receive financial aid, or receive an official university transcript, students must receive clearance from the Texas A&M University-Texarkana Financial Aid Office (FAO). The university may require documentation from external agencies in order to provide clearance.

**Schedule Changes**
Increasing or decreasing the number of enrolled credit hours at any time during the semester can change the amount of financial aid you are eligible for, the amount you owe the university, and your ability to meet Satisfactory Academic Progress (p. 78). **We strongly encourage** all students to check with the Financial Aid Office before making any schedule adjustments.

**Financial Aid Award Adjustments/Revisions**
The Financial Aid Office has the right to revise awards (increase, decrease or even cancel). If, for any reason, a student’s financial aid is canceled, the student will be solely responsible for payment of all amounts due on his/her billing statement. If the amounts due are not paid, the university may withhold the student’s academic records and the student may not be allowed to enroll in subsequent terms until the student’s account is paid in full. Any amounts due and left unpaid may be turned over to outside agencies for collection.

**Class attendance**
Students who receive financial aid and who fail to attend any of their classes must repay all financial aid received. If the university awards and disburses financial-aid funds, and an instructor later informs the FAO that the student failed to attend one or more of their classes, the student must repay any overpayment of his or her financial aid due to non-attendance.

**Students who drop classes before the official census date**
For students to whom the university awards financial aid before the university’s official census date, the university bases the student’s award on his or her actual enrollment status on the university’s official census date. The university will base awards it made after the census date on the student’s
enrollment as of the award date. If the student is no longer enrolled in the number of hours for which the university paid him or her on or before the official census date, the university may require repayment for some or all of the financial aid.

**Complete withdraw from all classes**

Students who completely withdraw from all classes or who stop attending all classes before 60% of the semester is over will have their financial aid adjusted. TAMUT is required to determine what portion of disbursed aid was not earned by the student and return it to the federal government. This could result in the student owing money to the university and/or the US Department of Education (Return of Federal Financial Aid). (p. 76)

**Fee Payment**

Financial aid will not appear on the student’s account until the university credits the funds to his or her account. After the university has disbursed the funds, the Business Office will process any refund to the student within fourteen days from disbursement. The university will mail the refund to the student’s address on file in the Office of Admissions or deposit the refund directly into the student’s account using the information the student provided in his or her Web for Students. If the FAO has not credited financial-aid funds to the student’s account by the tuition deadline, the student is responsible for the tuition and fee charges due to Texas A&M University-Texarkana.

**Payment of Tuition and Fees**

Financial aid awards are applied to the payment of tuition and fees, in some cases, housing and meal plans and books and supplies. Work Study funds are not applied to the costs of tuition, fees, books and supplies or housing and meal plans. Payment due dates are published as part of the academic calendar (p. 20). **Students who have applied for aid but do not have their financial aid file completed and have not paid their bill or arranged a payment plan with the business office may be dropped from classes before the semester begins.** Payment due dates for the 2018-2019 academic year are listed below. Students are strongly encouraged to have a complete financial aid file and all funds (i.e. Pell Grant, Federal Direct Loans, State grants, and scholarship) prior to the payment due dates below:

- Fall 2018: August 17, 2018
- Spring 2019: January 12, 2019
- Summer 2019: May 24, 2019

**Financial Aid Payments and Disbursements**

Students are expected to use their Web For Student account to review their bill, financial aid requirements and awards. A credit balance/refund will be available if there are financial aid funds remaining after tuition, fees and in some cases, housing and meal plans and books and supplies are deducted. It generally takes up to 3 business days for a student to receive his/her refund if elected to receive it via direct deposit. If the student elected to have a refund mailed then it may take up to 10 business days for that student to receive their check.

**Disbursement Dates:**

- Fall 2018: August 17, 2018
- Spring 2019: January 12, 2019
- Summer 2019: May 24, 2019

**Contact Details**

**Mailing Address:**
Texas A&M University-Texarkana
Office of Financial Aid and Veteran Services
7101 University Ave
Texarkana, TX 75503

**Phone:** (903) 334-6601
**Fax:** (903) 223-3140
**Email:** finaid@tamut.edu
**Website:** [www.tamut.edu/finaid](http://www.tamut.edu/Admissions/Enrollment-Services/Financial-Aid)

**Physical Location:**
Enrollment Services : 2nd Floor of the University Center building

**Return of Federal Financial Aid**

**Return of Federal Financial Aid for Students Who Withdraw From All Classes Within a Term**

The law specifies how your school must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that are covered by this law are: Federal Pell Grants, Iraq and Afghanistan Service Grants, TEACH Grants, Direct Loans, Direct PLUS Loans, and Federal Supplemental Educational Opportunity Grants (FSEOGs).

Though your aid is posted to your account at the start of each semester, you earn the funds as you complete the semester. If you withdraw during the semester, the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or if
TAMUT or your parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

To calculate the amount of aid a student has earned, the Financial Aid Office will divide the number of calendar days the student attended classes by the total number of calendar days in the semester (scheduled breaks of 5 days or more will be deducted out of the equation). The resulting percentage is then multiplied by the total amount of federal funds that was disbursed for the semester. The result of this calculation determines the amount of aid earned by the student. Any amount exceeding the earned calculation amount must be returned to the federal government by either the university or the student. The Financial Aid Office will notify and instruct any students who owe money because the university has returned the appropriate amount to the government for the student. Funds returned on your behalf may result in a balance on your account, which you are then responsible for paying in accordance with TAMUT's refund policy.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don’t incur additional debt. Your school may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission (some schools ask for this when you enroll), you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

If you receive (or TAMUT or your parent receives on your behalf) excess Title IV program funds that must be returned to the federal government, TAMUT must return a portion of the excess equal to the lesser of:

- your institutional charges multiplied by the unearned percentage of your funds, or
- the entire amount of excess funds.

TAMUT must return this amount even if excess funds were refunded to the student at the time of disbursement.

Any loan funds that you must return to the federal government, you (or your parent for a Direct PLUS Loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You do not have to repay a grant overpayment if the original amount of the overpayment is $50 or less. You must make arrangements with TAMUT to return the unearned grant funds to avoid being reported to the Department of Education as an overpayment, which may result in your being ineligible for future federal funds.

Title IV aid that must be returned to the federal government must be allocated in the following order:

1. Unsubsidized Federal Stafford Loans
2. Subsidized Federal Stafford Loans
3. Federal Graduate Plus (Student) Loans
4. Federal Parent (PLUS) Loans
5. Federal Pell Grant
6. Federal SEOG
7. TEACH Grant
8. Iraq & Afghanistan Service Grants

The requirements for Title IV program funds when you withdraw are separate from any refund policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any Title IV program funds that the school was required to return.

Refund Policy

Procedures for Withdrawing

It is a wise practice to consult the Financial Aid Office and academic advisors before completely withdrawing from the university. This will provide an opportunity for you to understand the consequences of a complete withdrawal, receive valid estimates of potential monies owed, and become educated on the consequences a complete withdrawal may have on your Satisfactory Academic Progress (SAP). A complete withdrawal can result in ineligibility for financial assistance from Texas A&M University-Texarkana in the future, due to your not completing a specified number of credit hours for which aid was disbursed.

For additional information, you may contact the Financial Aid Office at:
Federal and state regulations require that students receiving financial aid maintain satisfactory academic progress (SAP) toward the completion of a certificate or degree. SAP will be evaluated at the end of each semester, including summer sessions.

This policy applies to all students who receive assistance from any financial aid program requiring a determination of satisfactory academic progress as a condition of eligibility. SAP is calculated at the end of each semester after grades are posted. Currently enrolled students are notified via their university email account if they are placed on warning status or suspension. Students can also view their SAP status on Web For Students. To meet SAP requirements and be eligible to receive financial aid, a student must comply with the following conditions:

**Program of Study**

A student is only eligible to receive financial aid for credits that pertain to the student’s degree program, with the exception of up to 30 credits of remedial courses. ESL courses are not financial aid eligible. It is the student’s responsibility to enroll in courses that count toward his or her program. Coursework is closely monitored for students pursuing a second bachelor’s degree, second master’s degree, or teacher certification and only credits that count toward the student’s program of study are used in the SAP calculations below.

**Qualitative Measure**

Minimum Cumulative Grade Point Average (GPA):

- Undergraduate students must maintain a 2.0 on all coursework attempted
- Graduate students must maintain a 3.0 on all coursework attempted

**Quantitative Measure**

**Pace Measurements**

Students must earn at least 67% of all credit hours attempted over the course of their attendance at ALL educational institutions, regardless of whether or not financial aid was received. For example, if a student has attempted 100 credit hours, he or she must successfully complete 67 of those credit hours to maintain Pace compliance. This percentage includes all credit hours attempted regardless of whether or not financial aid was received. Grades of F, X, W, DR, S, U, NC, I or NG are treated as attempted and not earned. All attempted credits count (including remedial courses) even if the student has changed academic programs. All transfer hours are included in the number of attempted hours.

**Maximum Time Frame**

Undergraduate and Graduate students are eligible to receive financial aid for a limited time while pursuing a degree. Once a student exceeds 150 percent of the number of credits that it takes to obtain a degree they will be considered to be ineligible for financial aid.

**Undergraduate Students:** The maximum number of cumulative hours a student may attempt is limited to 180 semester hours. Students should be aware that changing their major could adversely affect their financial aid eligibility.

**Graduate Students:** The maximum number of cumulative hours a student may attempt is limited to 54 credit hours. All periods of enrollment, including transfer hours from another college, must be considered toward the 150% calculation even if the student did not receive financial aid. Once the student has attempted 150% of the hours required to graduate, the student may not be eligible for financial aid in future semesters unless approved by the appeal process.

**Doctoral Students:** The maximum number of cumulative hours a student may attempt is limited to 90 credit hours.

**Second Bachelor Students:** The maximum number of cumulative hours a student may attempt is limited to 60 credit hours. Once the student completes 60 semester hours after their second degree has started, they will lose eligibility for financial aid. Students may appeal to have financial aid reinstated.

**Second Graduate Degree:** The maximum number of cumulative hours a student may attempt is limited to 54 credit hours. Once the student completes 60 semester hours after their second degree has started, they will lose eligibility for financial aid. Students may appeal to have financial aid reinstated.
Repeated Courses: A student may only repeat a previously passed course once and receive financial aid. Students may repeat a failed course until it is passed. Repeated credits count toward maximum time frame.

Grade Changes: Students who have a grade changed in a prior semester will have their SAP re-calculated for that term and any subsequent term of enrollment.

Financial Aid Warning
After one semester of not meeting the SAP, students will be placed on Warning status for the following semester. Warning status lasts for one payment period only, during which the student may continue to receive federal student aid funds. Students who fail to make satisfactory progress after the warning period lose their aid eligibility unless they successfully appeal and are placed on probation. If a student does not return the following term, they must contact the financial aid office to have their warning status re-evaluated for financial aid eligibility. Students are limited to being placed on Warning status while receiving financial aid one time for each degree they earn; however, students have the option to appeal.

Financial Aid Suspension
After the one semester of warning, students who fail to meet any one or a combination of the SAP components will be placed on financial aid suspension and will be ineligible for financial assistance.

Re-establishing financial aid eligibility
Once a student meets the minimum SAP standards, financial aid eligibility is reinstated with Satisfactory Financial Aid Progress status. Awards cannot be paid retroactively for the term(s) during which a student was on Suspension and ineligible for aid. Students are still required to re-apply for financial aid every year by completing the Free Application for Federal Student Aid (FAFSA) (https://fafsa.ed.gov).

Appeals
Students on financial aid suspension may submit an appeal in writing to the Financial Aid Office based on extenuating circumstances beyond the student’s control. Students are limited to two appeals as an undergraduate student and two appeals as a graduate student, and new appeals must be based on a different reason than the prior appeal(s). If a student wishes not to appeal, or if their appeal is denied, they will remain on financial aid suspension and no financial aid will be awarded until SAP is met again. Appeals must be submitted in writing and must be submitted four weeks prior to the end of the semester for which the student is seeking funding. A committee meets each semester before classes begin. The only way to regain financial aid eligibility after a denied appeal is for the student to finance their own way to college and meet the minimum standards of the school’s satisfactory academic policy.

Federal regulations stipulate appeals may be granted based on extenuating circumstances only.

Documents required for appeal
• Statement from you detailing the reason for the deficiencies, what action has been taken to ensure it will not occur in the future; and ONE OR MORE of the following documents:
  • Medical documentation that supports that you were medically unable to meet the requirements for SAP; or
  • Verification (obituary or death certificate) of a death in your immediate family. Immediate family for purposes of a financial aid appeal is parents, siblings, children, spouse or grandparents; or
  • Verification of military orders for military personnel and their families that have been temporarily reassigned or called to active service; or
  • Verification of natural disasters beyond your control that impacted your academic performance; or
  • Personal tragedies that were beyond your control and are documented by a 3rd party professional, i.e. police, courts, medical, clergy, etc.

Please note: If you submit a divorce decree, you must submit additional documents such as a restraining order, child custody papers, or any additional legal documentation. A divorce decree alone is not considered an extension circumstance.

Should an appeal be approved, the student is placed on an Academic Plan.

*The submission of an appeal does not guarantee that an approval is forthcoming. Students who are denied financial aid should make alternative arrangements*

Academic Plan
An Academic Plan serves as a contract between TAMUT and the student and it is the student’s responsibility to ensure he/she meets the requirements of the academic plan each semester to continue to be aid eligible. Academic Plans are reviewed each semester. Failure to adhere to the conditions of the Academic Plan will result in the denial or cancellation of all future aid until the student has met the minimum standards of Satisfactory Academic Progress, at which time the student may be able to reestablish his/her financial aid eligibility.
Selected for Verification

Each year, The Department of Education selects students’ financial aid applications nationwide for “verification,” a process to verify the accuracy of the information a student and/or parent provides on the Free Application for Federal Student Aid (FAFSA). Our policy incorporates the procedures and regulations outlined in the US Department of Education’s Federal Student Aid Handbook.

Selection of Applicants to be Verified

Automatic Selection

Because students sometimes make errors on their application, there is a process for verifying applications and making corrections. The Central Processing System (CPS) selects which applications are to be verified, but Texas A&M University-Texarkana has the authority to verify additional students if needed. Federal verification is performed on all applicants selected by the CPS and any application that the university has reason to believe is incorrect or has conflicting documentation. In addition, verification must be completed for a selected student before a FAA exercise professional judgment to adjust any values that are used to calculate the EFC.

Manual Selection

If an institution has reason to believe that an applicant’s FAFSA information is inaccurate, it must verify the accuracy of that information. Texas A&M University-Texarkana manually reviews applications that it considers to have either inaccurate or conflicting data. Examples of issues considered to be conflicting data are:

- A student is not selected for verification, the tax return or IRS transcript is on file and information conflicts with items on the FAFSA.
- IRS Tax Transcript shows parent single head of household and on the FAFSA shows the same person as married.
- Parent or student report on their FAFSA and signed a verification worksheet that they will not file a U.S. Income Tax Return, as the amount of reported income is greater than or equal to the minimum amount required to file as indicated in the instructions provided on the 1040.
- Statements or information that suggests that the copy of the Income Tax Return you received is not the return actually filed with the IRS.

If conflicting information is discovered after disbursing aid, the Financial Aid Office will reconcile the differences and recalculate the EFC. If there is an over award, the student is required to repay any excess funds. If the student is no longer enrolled, they will owe a Title IV overpayment. Texas A&M University-Texarkana will notify the Department of Education (DOE) regarding the overpayment.

Exclusions

Under certain circumstances a CPS selected application may be excluded from some or all of the federal verification requirements due to the following unusual circumstances including: death of the student, not an aid recipient, applicant is eligible to receive only unsubsidized student financial assistance, or post enrollment (the student was selected for verification after ceasing to be enrolled). With the exception of the death of the student, however, none of these exemptions excuse the university from the requirement to resolve conflicting information.

Unless there is reason to believe it’s inaccurate, FAFSA information for dependent students’ parents does not need to be verified in the following situations:

- Both of the parents are mentally incapacitated.
- They are residing in a country other than the United States and can’t be contacted by normal means.
- They can’t be located because the student does not have and cannot get their contact information.

Unless there is reason to believe it’s inaccurate, FAFSA information for the spouse of an independent student does not need to be verified in the following situations:

- The spouse has died.
- He/she is mentally incapacitated.
- He/she is residing in a country other than the United States and can’t be contacted by normal means.
- He/she can’t be located because the student does not have and cannot get his/her contact information.

Acceptable Documentation and Forms

The documentation that is needed for verification varies according to the item verified. The Department of Education encourages students and parents to use the IRS Data Retrieval Tool (DRT) to import data from their tax return and not change it. It is the fastest, easiest, and most secure method of meeting verification requirements.

In addition to the DRT process, Texas A&M University-Texarkana will accept documents that have been turned in via mail, fax, in-person, or through email. The students will be required to complete the forms listed below depending on the verification group which has been assigned by CPS.

If a verification document is required, the document must be signed and all required sections must be completed. Any relevant tax or alternative documents should be attached. Copies are acceptable, and unless noted a signature on a copy is as valid as an original signature (i.e., a handwritten or “wet” signature). In the limited circumstances when a tax return copy is acceptable, if it is unsigned the filer (or at least one of the filers of a joint return) must sign it.
While encouraged, tax transcripts submitted to TAMUT for verification do not need to be signed by the tax filer unless there is reason to doubt its authenticity.

**Student Forms** ([http://www.tamut.edu/Admissions/Enrollment-Services/Financial-Aid/Forms.html](http://www.tamut.edu/Admissions/Enrollment-Services/Financial-Aid/Forms.html))
- Independent Student: Family Household Size Verification Form
- Dependent Student: Family Household Size Verification Form
- Identity and Statement of Educational Purpose
- Support Test Form
- Students Income Tax Transcript
- Student W-2 forms
- Confirmation of Assets – Student
- Verification of Other Untaxed Income
- Verification of Income – Student Non-tax Filers

**Parent Forms** ([http://www.tamut.edu/Admissions/Enrollment-Services/Financial-Aid/Forms.html](http://www.tamut.edu/Admissions/Enrollment-Services/Financial-Aid/Forms.html))
- Verification of Income- Parent Non-tax Filers
- Confirmation of Assets- Parent
- Parent’s/Spouse Tax Return Transcript
- Parent’s/Spouse W-2 forms

**Processing Financial Aid Changes**

**Updating Information**
All changes/updates to verifiable data is made using CPS. Once verification documents are reviewed, financial aid staff will submit any necessary changes to the Central Processing System (CPS). Students will receive an email communication from the financial aid office that updates have been made to their FAFSA and can be viewed on fafsa.ed.gov. An award email communication will be sent to the student via their campus mail account notifying them to login to view their award on Web for Student. Students are notified that a new Student Aid Report will be generated with the new EFC; students are encouraged not to make any additional updates to their FAFSA without speaking to the financial aid office first.

**Process for Referring Over-payments**
In the rare cases of students who may lose eligibility after completing verification and aid has already disbursed, the Financial Aid Office will charge back the amount of the disbursement(s) for which the student was ineligible and return the funds to the federal and/or state governments. The student will then be responsible for repaying the resulting balance to Texas A&M University- Texarkana.

**Information Discrepancies (making referrals)**
If during verification or in resolution of conflicting information, the financial aid administrator has credible information indicating a Title IV applicant, school employee, or third-party servicer may have engaged in fraud or other criminal misconduct or fraud in connection with the Title IV programs, the financial aid administrator must refer the situation to the Director of Financial Aid, the Associate Vice President for Enrollment Management and the Director of University Compliance. It is suggested that Texas A&M University-Texarkana's legal counsel be notified prior to referring a case to the Office of Inspector General.

**Special Tax Situations**

- **# Filing extensions.** For students and parents granted a tax filing extension, a copy of IRS Form 4868, Application for Automatic Extension of Time to File U.S. Individual Income Tax Return will be accepted. Students and parents must also provide a copy of all their W-2 forms or, if self-employed, a signed statement with the amount of their AGI and their U.S. income taxes paid.

- **# Filers of joint returns who are no longer married.** When dependent students’ parents filed a joint return and have separated, divorced, married someone else, or been widowed, the students must submit an IRS tax transcript and a copy of each W-2 form for the parent whose tax information is on the FAFSA. Similarly, an independent student must submit a tax transcript and a copy of each of the W-2 forms if he/she filed a joint return and is separated, divorced, or a widow.

- **# Non-tax filers must submit a W-2 form for each source of employment income.** They must also submit a signed statement giving the sources and amounts of the person’s income earned from work not on W-2s, and TAMUT will certify that the person has not filed and is not required to file a tax return. For residents of the Freely Associated States (the Republic of the Marshall Islands, the Republic of Palau, or the Federated States of Micronesia), a copy of the wage and tax statement from each employer and a signed statement identifying all of the person’s income and taxes for the year is acceptable. Persons from a U.S. territory or commonwealth or a foreign country who are not required to file a tax return can provide the signed statement certifying their income and taxes paid. Financial aid professionals are not expected to have special knowledge or expertise regarding the U.S. tax code. Independent students whose data are required on the FAFSA, submit a signed statement claiming non-filer status, the student and/or spouse is required to submit a “Verification of Nonfiling Letter” from the IRS that she did not file a 2016 IRS income tax return. Dependent students whose data are required on the FAFSA must also submit a “Verification of Nonfiling Letter” from the IRS. Students can obtain this by using the “Get
Transcript Online® tool at www.irs.gov/Individuals/Get-Transcript or by submitting IRS Form 4506-T and checking box 7. Note that verification of nonfiling is not an indication that the person is not required to file a return, just that he/she did not file one. Also, the IRS will generally not issue a Verification of Nonfiling Letter for the previous tax year until after June 15. However, because there are limited circumstances when they will provide the letter before that date, for purposes of verification, a letter for the prior year must be dated on or after June 15.

For filers of non-IRS tax returns, Texas A&M University-Texarkana will accept a transcript obtained from a government of a U.S. territory or commonwealth or a foreign nation that includes all of the tax filer’s income and tax information required to be verified for the relevant tax year 2014. If a transcript is not available, you may accept instead a copy of the tax return, which must be signed by the filer or one of the filers of a joint return. Use the income and tax information that most closely corresponds to the information on the IRS tax return, and convert monetary amounts into U.S. dollars as appropriate.

Filers of amended returns. Students or parents who file an amended return (IRS Form 1040X) cannot use the IRS DRT, and if they amend the return after using the DRT to fill out the FAFSA, Texas A&M University-Texarkana cannot rely on that data. Instead, the university will need to use information from these documents to complete verification: 1. a signed copy of the 1040X form that was filed and 2. a tax return transcript (which does not have to be signed), or any IRS transcript (such as a return transcript for taxpayer or RTFTP) that includes all the income and tax information required to be verified: AGI, income tax paid, education credits, etc.

Victims of identity theft who cannot get a return transcript or use the DRT must call the IRS’s Identity Protection Specialized Unit (IPSU) toll-free number at 800-908-4490. After the IPSU authenticates the tax filer’s identity, he/she can ask the IRS to mail him/her an alternate paper tax return transcript known as the TRDBV (Transcript DataBase View) that will look different than a regular transcript but that is official and can be used for verification. Unless the university doubts the TRDBV’s authenticity, you don’t need to get an IRS signature or stamp or any other validation. See DCL GEN-14-05 for a sample TRDBV.

Using a tax return to complete verification. When the DRT and return transcript are not available and you must use a tax return for verification, it will likely have been filed electronically with one of a variety of methods. These include do-it-yourself methods as well as completion by a tax preparer. Each method should permit printing of a paper copy of the return, though the e-file format might not contain every line item, showing instead only the data the tax filer provided. For example, if Item 8a, “Taxable interest income,” does not appear on such a return, that means no taxable interest income was reported. Texas A&M University-Texarkana will also accept an electronic copy of the return that has been electronically signed. However, a signature on Form 8879, the IRS e-file Signature Authorization, is not an acceptable substitute for a signature on the tax return. For persons who have a tax professional prepare their return, instead of a copy of the return with the filer’s signature, the university will accept one that has the name and Preparer Tax Identification Number (PTIN) of the preparer or has his SSN or EIN and has been signed, stamped, typed, or printed with his name and address. Note that the IRS requires paid preparers to have a PTIN.

Verification Groups

Students who are selected for verification will be placed in one of the following groups by CPS to determine which FAFSA information must be verified.

V1—Standard Verification Group: (Students in this group must verify the following if they are tax filers)

- adjusted gross income
- U.S. income tax paid
- untaxed portions of IRA distributions
- untaxed portions of pensions
- IRA deductions and payments
- tax-exempt interest income
- education credits
- household size
- number in college

Students who are not tax filers must verify the following:

- income earned from work
- household size
- number in college

V4—Custom Verification Group: Students must verify high school completion status and identity/statement of educational purpose.

V5—Aggregate Verification Group: Students must verify high school completion status and identity/statement of educational purpose in addition to the items in the Standard Verification Group.
Verification Timeline

Student Notification
Students will be notified they have been selected for verification via email if they have elected to do electronic business with TAMUT. They will be informed of any deadlines, documentation requirements, and consequences for failing to comply. Letters informing students of required documentation will be sent out before disbursement to students selected for verification. Students can also check the status of their documentation anytime in Web For Student. If there are any changes to the student’s award due to verification, a new award letter will be sent to the student.

Complete File
In order for the documentation to be considered complete, students must have all required documents completed and submitted. There must be no incomplete information on any required forms, and must contain signatures where applicable.

Timing
Students who have been automatically selected for verification will not be offered a financial aid award until the verification process has been completed. These students will have until 14 days prior to the end of the payment period or student’s last day of enrollment (whichever comes first) to turn in their documentation. This information is listed on the email communication and sent to students whenever there are missing documents needed to complete the verification process.

There are, however, situations where a student may be selected for verification after a financial aid award has been offered or disbursed. For example, conflicting information, the student may be manually selected after aid has been awarded. In this situation, manually selected students will have 14 days to turn in all required documentation. They will receive weekly email reminders of their duty to turn in documents. If they fail to turn in documents by the deadline given, any subsequent disbursements of aid will be cancelled.

Failure to Comply
If a student fails to turn in complete documentation by the prescribed deadlines, they will not receive a financial aid award until their file is “completed”. If a student who has not yet been awarded submits verification documents after the published deadline, verification may still be completed if it is within 120 days from their last date of attendance and before the Department of Education’s deadline published in the Federal Register. Upon completing verification, the student may be awarded based on funds availability, eligibility at that time, and/or regulation on late disbursements. TAMUT considers the student to be the responsible party for providing information and completing the verification process.

Types of Aid
Students are eligible for various types of aid including federal, institutional, and state funds. Students may be eligible for the following:

- Grants
- Scholarships
- Loans
- Private (Alternative) Loan
- Student Employment

The Financial Aid Office (FAO) will award every form of aid a particular student is eligible for underneath the student’s Cost of Attendance (http://web.tamut.edu/Admissions/Enrollment-Services/Financial-Aid/COA/index.html) (COA). Monies in which repayment is not required are awarded first in an effort to minimize student debt. All financial aid funds, with the exception of Federal Work Study, are awarded on a first come, first serve basis.

*Note* ALL UNDERGRADUATE STUDENTS ARE AWARDED BASED ON FULL-TIME ENROLLMENT. ALL GRADUATE STUDENTS ARE AWARDED BASED ON HALF-TIME ENROLLMENT. Students are encouraged to notify the FAO of any enrollment of less than full time. Any changes in enrollment will be adjusted by the FAO to accurately reflect students’ enrollment plans.

Grants

Eagle Tuition Assistance Grant
The Eagle Tuition Assistance Grant is a need-based grant that applies toward tuition and fees. It is intended to provide assistance to middle-income students who are ineligible for other types of need-based gift aid such as grants, scholarships, or other assistance. Providing these funds will reduce the amount of loan debt students will incur while pursuing their degree at Texas A&M University-Texarkana and will assist them in fulfilling their degree goal. The funds will also assist us in Closing the Gap per the Texas Higher Education Coordinating Board initiative.

Eligibility:
- Award eligibility varies based on enrollment.
- Officially admitted to the university and in good standing.
- Show demonstrated need as determined by the Free Application for Federal Student Aid (FAFSA).
- Texas Resident Undergraduate or Graduate student enrolled in a minimum of three semester credit hours.
Students that are not receiving any other type of need-based gift aid (scholarships, grants, or other assistance) must meet one of the quantitative measurements listed below:

- Transfer students:
  - Cumulative grade point average required:
    - Undergraduate: 2.00
    - Graduate: 3.00

- High school graduates:
  - Must be eligible for full admission as determined in the Office of Admissions

**Texas Public Education Grant (TPEG)**

The Texas Public Education Grant (TPEG) is a program administered by the State of Texas to provide assistance to students with financial need, seeking a first bachelor’s degree, graduate degree or professional degree. This is a grant, and it does not have to be repaid. This fund does not require a separate application. It is awarded through the standard process based on the FAFSA/TASFA applications received.

**Eligibility:**
- Must be enrolled in a minimum of 6 semester credit hours.

**Helpful Resources:**
- College for All Texans (http://www.collegeforalltexas.com)
- Free Application for Federal Student Aid (https://fafsa.ed.gov)

**Federal Supplemental Educational Opportunity Grant**

The Federal Supplemental Educational Opportunity Grant (FSEOG) is available to undergraduate Federal Pell Grant recipients with high financial need. This fund does not require a separate application. It is awarded through the standard process based on the FAFSA.

**Helpful Links**
- Free Application for Federal Student Aid (https://fafsa.ed.gov)
- Funding Your Education (https://studentaid.ed.gov)

**Top 10% Scholarship- Fall Only**

- College for All Texans (http://www.collegeforalltexas.com)
- Be a Texas resident
- Be registered with Selective Service or be exempt from registration
- Show financial need

**Federal Pell Grant**

Federal Pell Grants are awarded to undergraduate students who have not earned a bachelor’s degree and who possess financial need as determined by the completion of the FAFSA. All students meeting eligibility requirements are offered the Federal Pell Grant.

If a student is awarded a Federal Pell Grant, this award is based on full-time attendance and will be adjusted based on actual enrollment status at the census date.

In some instances, students with Expected Family Contribution (EFC)'s that are close to the maximum allowed may be ineligible for the pell grant if they are not enrolled in a full-time enrollment status. Please contact the financial aid for more information.

**Eligibility:**
- You must have financial need as determined by the FAFSA.
- Recipients must be making Satisfactory Academic Progress.
- Award eligibility varies based on enrollment.

**Lifetime Pell Eligibility**

The amount of Federal Pell Grant funds a student may receive over his/her lifetime is limited by a federal law to be the equivalent of six years of Pell Grant funding. The Department of Education keeps track of your Lifetime Eligibility Used (LEU) by adding together the percentages of your Pell Grant scheduled awards that you received each award year. You are able to view your LEU by logging into the National Student Loan Data System (NSLDS) (https://www.nslds.ed.gov/nslds/nslds_SA) using your federal student aid pin. Your LEU will be found on the Financial Aid Review page. More information about this law, including examples that will help you understand how the percentages are calculated, can be found at the Department of Education's (https://studentaid.ed.gov/sa/types/grants-scholarships/pell/calculate-eligibility) website.

**Helpful Resources:**
- Free Application for Federal Student Aid (https://fafsa.ed.gov)
TEACH Grant
The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program was implemented in the 2008-2009 academic year. The TEACH Grant program was created to financially assist students who are seeking degrees in high-need fields and who anticipate teaching in those fields at the secondary or elementary level. Students are eligible to receive up to $5,562 per year.

If you choose to participate in this program, you must agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income students. If you fail to meet the requirements of the service obligation, the TEACH Grant will convert to a Federal Direct Unsubsidized Loan. You will then be required to repay the loan to the U.S. Department of Education. You will also be charged interest from the date the grant was disbursed. You may review more information about the Teach Grant Program and its' obligations on the Federal Student Aid (https://studentaid.ed.gov/types/grants-scholarships/teach) website.

Eligibility:
• You must apply through the FAFSA.
• You must be a U.S. citizen or eligible non-citizen.
• You must enroll in coursework necessary to begin a career in teaching or plan to complete such coursework.
• You must score above the 75th percentile on a college admissions test (SAT, ACT, or GRE) or maintain a cumulative GPA of at least a 3.25.
• You must complete a TEACH Grant Agreement to Serve and TEACH Entrance Counseling.
• Award eligibility varies based on Enrollment. For details, please visit the Award Proration information page.

Current High-need subject areas:
• Bilingual Education and English Language Acquisition
• Foreign Language
• Mathematics
• Reading Specialist
• Science
• Special Education

Other identified teacher shortage areas as of the time you begin teaching in that field. These are the teacher subject shortage areas (not geographic areas) that are listed in the Department of Education's Annual Teacher Shortage Area Nationwide Listing (https://www2.ed.gov/about/offices/list/ope/pol/teacheshortageareareport2017.pdf).

Schools serving low-income students include any elementary or secondary school that is listed in the Department of Education's Annual Directory of Designated Low-Income Schools for Teacher Cancellation Benefits. To access the directory, please visit the Teacher Cancellation Low Income Directory website (https://www2.tcli.ed.gov/CBSWebApp/tcli/TCLIPubSchoolSearch.jsp).

If you feel that you qualify for the TEACH Grant, please contact Scholarships & Financial Aid at finaid@tamut.edu from your tamut.edu email address and include your University Identification Number to review your eligibility.

For additional information and FAQ's regarding the TEACH Grant, please visit the Financial Aid website (http://www.tamut.edu/Admissions/Enrollment-Services/Financial-Aid/Types-Of-Aid/Grants.html#ETA).

TEXAS Grant
The Toward Excellence, Access & Success (TEXAS) grant was established in 1999 by the Texas Legislature to provide need-based financial assistance to Texas students. Please note, this program is subject to funding availability from the state of Texas.

Eligibility:
• You must be a Texas resident.
• Must be enrolled in a minimum of 9 semester credit hours.
• Register for Selective Service or must be exempt from this requirement.
• You must have not been convicted of a felony or crime involving a controlled substance.
• You must demonstrate exceptional financial need as determined by the FAFSA or TASFA.
• You must be a graduate of an accredited high school in Texas no earlier than fall 1998.
• You must have completed the Distinguished or Recommended high school curriculum. We encourage you to have a final high school transcript mailed directly to the Office of Admissions, 7101 University Ave. Texarkana, TX 75503, in order to expedite the verification of eligibility for this program.
• You must enroll in a non-profit public college or university in Texas within 16 months of graduation from an accredited public or accredited private high school in Texas, and
• You must not have accumulated more than 30 semester credit hours, excluding those earned for dual or concurrent courses or awarded through credit by examination (AP, IB or CLEP), have earned an Associate Degree from a public technical, state or community college in Texas and enroll in any public university in Texas no more than 12 months after receiving their associate's degree.
Scholarships

OR

• If you are transferring from another college or university and you previously received the TEXAS Grant, you may be eligible to continue receiving it at Texas A&M University. Please notify a financial aid advisor to determine continued eligibility.
• If you are a student athlete, you must have NCAA compliance approval to be eligible for this program.
• If you received an Associate’s degree from a Texas college within the last 12 months and have never received a TEXAS Grant before.

Renewal Requirements:
At the end of the first year, you must meet Texas A&M University Scholarships & Financial Aid Satisfactory Academic Progress requirements (2.0 GPA and 67% completion) in order to be considered for a second year in the TEXAS Grant program.

After completing the second year in the program, you are required to meet the following conditions at the end of every spring term.

• You must have a cumulative GPA of at least 2.50.
• You must complete 24 semester credit hours each academic year.
• If you do not meet the aforementioned requirements, you will lose eligibility for the program.

Furthermore, Texas Grant recipients will be monitored to ensure compliance with the following:

Maximum Time Frame Policies:
• Recipient Entering the Program as a High School Graduate
  • Maximum time frame for receiving the grant is the first of:
    • 5 years from the start of the semester in which the student received the first award if in a degree plan of 4 years or less;
    • 6 years from the start of the semester in which the student received the first award if in a degree plan of more than 4 years;
    • 150 SCH attempted while receiving the grant; or
    • Completion of a baccalaureate degree.
• Recipient Entering the Program with an Associate’s Degree
  • Maximum time frame for receiving the grant is the first of:
    • 3 years from the start of the semester in which the student received the first award if in a degree plan of 4 years or less;
    • 4 years from the start of the semester in which the student received the first award if in a degree plan of more than 4 years;
    • 90 SCH attempted while receiving the grant; or
    • Completion of a baccalaureate degree.
• Recipient Entering the Program as a Transfer Student is 24 SCH’s, and 2.5 GPA, and an IY TEOG Award 14/15 or later
  • Maximum time frame for receiving the grant is the first of:
    • Calculation for years of eligibility TBD – update will be made available as soon as possible;
    • Calculation for SCH’s of eligibility TBD – update will be made available as soon as possible; or
    • Completion of a baccalaureate degree.

Hardships or Other Proper Causes
Should you fail to meet the requirements for renewal, you may submit an appeal to the TEXAS Grant Program Coordinator to review your eligibility based upon extenuating circumstances. The request must be submitted in writing and must detail the reason behind request. Reasons that may be considered include:

• A severe illness or other debilitating condition that affected academic performance;
• An indication that you are responsible for the care of a sick, injured, or needy person and that your provision of care affected your academic performance; or
• Other extraordinary circumstances that may have impacted your ability to meet renewal requirements (i.e. professional internship).

A financial aid advisor or administrator will respond to your request through your Texas A&M email account. Additional supporting documentation may be requested. A copy of all correspondence will be placed in your financial aid file. Submitting an appeal does not guarantee any adjustments can or will be made.

Helpful Links:
• College for All Texans (http://www.collegeforalltexans.com)
• Texas Education Agency (http://tea.texas.gov)

Scholarships

The Financial Aid Office offers a wide variety of academically competitive scholarships based on merit. Our scholarships are designed to encourage, support, and reward outstanding students. The Financial Aid Office is available to assist you with the application process, and you are encouraged to review this website in its entirety to learn more about available scholarship opportunities.
Annual/Renewal Awards

**New incoming students** will be applied for scholarships by completing the online University Admissions Application or by completing the General Academic Year Scholarship application located in Web for Students. Students must be accepted in admissions by the scholarship priority deadline in order to be eligible. Please view all scholarships available for new students under the link, Scholarship Criteria (http://www.tamut.edu/Admissions/Enrollment-Services/Scholarships/Scholarship-Criteria.html).

**Continuing and returning students** should complete the online General Academic Year Scholarship Application, located in Web for Students, by the scholarship priority deadline each year to apply for all upcoming Fall/Spring Scholarships. This is one application that applies you for ALL donor scholarships offered. These funds are competitive and very limited, so if you miss the deadline date, the next opportunity will be a year later. Scholarship funds are only offered if funding is available.

Students who have been awarded a renewable scholarship will be responsible for viewing their scholarship renewal criteria, and maintaining all requirements for automatic scholarship renewal each year.

Semester Awards

Occasionally, the Financial Aid Office will offer a scholarship for one semester. Please continue to check the website according to the deadline dates below for the scholarship criteria and application.

Deadline Dates

- December 1st - Fall Deadline for all upcoming Academic Year scholarships
- May 1st - Summer Only Scholarships (if available)
- December 1st - Spring Scholarships (if available)

Scholarship Policy

All scholarships are subject to the availability of funds and are subject to change.

Any reduction in semester credit hours below the minimum before the twelfth class day will be subject to revocation of scholarship and the student will be responsible for any charges incurred. Any change after the twelfth class day is not subject to a reduction but may hinder future awards.

A withdrawal from the University prior to the University official census date will revoke the scholarship. The student will be responsible for any charges incurred. A withdrawal from the University after the University official census date is not subject to revocation, however the student is still responsible for any charges incurred by the withdrawal.

All scholarship recipients awarded through the Texas A&M University-Texarkana Financial Aid Office are required to be degree-seeking or certificate seeking with the university.

University scholarship awards cannot exceed a student’s full tuition and fee charges.

University academic scholarship recipients may also pursue “need-based” financial aid, however, the student’s total award may not exceed the student’s “financial need” as determined by the Federal Need Analysis. In some cases, a student’s financial aid award must be reduced or cancelled in order for the student to receive the scholarship.

Waivers to the scholarship criteria will be made for special circumstances only, and will be approved by the University Scholarship Committee and in some cases, the University President. These waivers will allow for special circumstances including but not limited to illness, death of a family member, deployment, special work conditions or other good cause.

Renewable Scholarships

- Students receiving 4 year renewable scholarships do not need to re-apply each year. These scholarships are automatically renewed if students meet the eligibility requirements at the end of a year of enrollment. If the scholarship is renewable and a student fails to meet the criteria stated in the scholarship, the student will have the summer to meet the requirements. If a student fails to meet the criteria after the summer semester is over, the remaining scholarship award will be cancelled.

- Scholarships will be pro-rated for students in their graduating semester or in their field based or residency teaching semester, who have no other required classes to meet the minimum number of hours required by the scholarship. Students must notify the Coordinator of Financial Aid Services in order for their scholarship to be pro-rated.

- Students receiving **General Academic Year Scholarships** that are renewable, must re-apply for the scholarship each year. Scholarship applications are available online and must be completed and submitted by the published deadline. If the recipient fails to meet the minimum scholarship requirements at any point in time, the scholarship may not be renewed. However, the student may re-apply for the same scholarship for the next year and will be considered as all other applicants for the award. Note: Renewable scholarships are contingent upon the availability of funds for the next award year.
If the student receiving the Albert Loftin Scholarship does not enroll at A&M-Texarkana or does not remain enrolled as a full-time student, the scholarship becomes an interest-bearing note. The first payment will be due October 1st, with compound interest accruing at 10% effective September 1st. The total amount of Loftin Scholarship funds received to date must then be repaid within twelve (12) months. (EXCEPTION: Student teaching will be considered as full-time for scholarship purposes only).

Partial Satisfactory Academic Progress will be monitored at the end of each semester. Full Satisfactory Academic Progress will be monitored at the end of Spring (or Summer for some awards). Students will be responsible for contacting the Financial Aid Office once all summer grades are posted, in order to be reviewed for scholarship renewal.

A student who wishes to appeal this ruling on the basis of "extenuating circumstances" must do so in writing to the Financial Aid Office. The appeal decision will be made by the Appeal Committee, and the student will be notified by email of the decision.

All scholarship recipients are selected without discrimination based on age, sex, race, or religion.

### Loans

Long and short –term education loans are available for students to assist in meeting educational costs.

**Direct Loans** are long-term student loans that have low interest rates for students and parents to assist in paying college costs. Students must be enrolled in minimum of six semester hours in order to be eligible for loans. According to the Department of Education, students enrolled in an all-web program, are not eligible for transportation budgeting within their award. Students borrowing a Direct Loan are required to complete Entrance Counseling and the Master Promissory Note online at www.studentloans.gov prior to receiving loan funds. According to Federal guidelines, these loans must be disbursed in two equal payments, one at the beginning of the loan period and one in the middle of the loan period.

- **Direct Subsidized Loans** are need-based, federally subsidized loans with a fixed interest rate set by the government. Repayment is deferred until students graduate, withdraw, or enroll less than half-time. Subsidized loans have a 4.45% fixed interest rate. Interest is paid by the federal government until six months after students graduate, withdraw, or cease to be enrolled at least half-time. An origination fee of up to 1.066% is charged at disbursement. There is an annual maximum a student may borrow.

- **Direct Unsubsidized Loans** are not based on need. "Unsubsidized" means the interest is not deferred while in school and is not paid by the federal government. Repayment may be deferred until after students graduate, withdraw, or enroll less than half-time. Undergraduate unsubsidized loans have a 4.45% fixed interest rate. Graduate/Professional unsubsidized loans have a 6.00% fixed interest rate. An origination fee of up to 1.066% is charged at disbursement. There is an annual maximum a student may borrow.

- **Federal Direct PLUS Loans** allow parents of dependent undergraduates, as well as graduate/professional students, to borrow up the cost of education minus other financial aid. There are not aggregate loan limits. The program has a fixed interest rate of 7.00%. An origination fee of up to 4.264% is charged at disbursement. Unless deferred, repayment begins 60 days after the loan is fully disbursed.

- **Emergency Tuition and Fees Loans** are institutional loans that assist students meet the semester payment deadline. Applications are available online approximately one-week prior to the beginning of each semester.

**What is the difference between Subsidized and Unsubsidized loans?** Subsidized loans are loans in which the federal government pays the interest until the student graduates or until the student becomes enrolled less than half time. On an Unsubsidized loan, interest accrues while the student is in college and during repayment.

**How do I accept my loans?**

- Select "Financial Aid;" "Financial Aid Status;" then the appropriate award year
- Select the highlighted word "awarded"
- Select "Accept Award Offer" tab
- Review your award and either accept the entire award or plug in partial award amount and submit your decision.

**How do I decrease or increase the amount of loan funds I accepted?** Students can request to change the amount of loans (decrease or increase) they have accepted. Requests for loan changes must be in writing either by a signed note or electronically through the student’s secure Ace mail account.

*Note* Students cannot not request more than the full amount of loans offered. Students are offered the maximum amount for which they are eligible.

### Entrance and Exit loan counseling

**Entrance Counseling**

Log in to Web for Students (https://eagles.tamut.edu/texp/twbkwbis.P_GenMenu?name=homepage). Select the following options: Financial Aid; Financial Aid Status; Select appropriate aid year; click the word "awarded" under your summary of financial aid; choose the "Accept Award Offer" tab; click the link provided for Entrance Counseling.
Online counseling may require the use of specific browsers and/or browser settings. If you encounter difficulties completing a counseling session, please notify the FAO.

**Exit Counseling**

Students that are graduating or whose enrollment status drops below half time will be required to complete Exit Counseling if they received any student loans.

**150% Direct Subsidized Loan Limit**

If you are a first-time borrower on or after July 1, 2013, there is a limit on the maximum period of time (measured in academic years) that you can receive Direct Subsidized Loans. This time limit does not apply to Direct Unsubsidized Loans or Direct PLUS Loans. If this limit applies to you, you may not receive Direct Subsidized Loans for more than 150 percent of the published length of your program. This is called your “maximum eligibility period.” Your maximum eligibility period is generally based on the published length of your current program. The published length of any program of study is found in the university catalog.

For example, if you are enrolled in a four-year bachelor’s degree program, the maximum period for which you can receive Direct Subsidized Loans is six years (150 percent of 4 years = 6 years). Because your maximum eligibility period is based on the length of your current program of study, your maximum eligibility period can change if you change to a program that has a different length. Also, if you receive Direct Subsidized Loans for one program and then change to another program, the Direct Subsidized Loans you received for the earlier program will generally count toward your new maximum eligibility period.

Certain types of enrollment may cause you to become responsible for the interest that accrues on your Direct Subsidized Loans when the U.S. Department of Education usually would have paid it. Please visit [www.studentaid.ed.gov](https://studentaid.ed.gov/types/loans/subsidized-unsubsidized) for more information.

**Alternative Loans**

Students seeking a degree at Texas A&M University-Texarkana should always pursue all types of financial aid including federal grants and loans, scholarships, and work study before seeking an alternative loan. Parents of dependent undergraduate students should also consider applying for a Parent PLUS loan before the student applies for an alternative loan. Graduate students should consider applying for the Graduate PLUS Loan before seeking an alternative loan.

The advantages of receiving Federal Direct Student Loans include:

- Students will not be required to pay back Federal Direct Student Loans until six months after graduation or stop attending school at least half-time. For alternative loans, a student may have to start repayments immediately.
- Federal Direct Student Loans offer lower interest rates than alternative loans.
- For Federal Direct Subsidized Loans, the government pays the interest on the loan while the student is attending school at least half-time.
- Parent PLUS Loans require a credit check but the criteria are less strict than for alternative loans. Also, the parent can choose to not begin repayment until the student graduates or drops below half-time enrollment status.

Students that are ineligible for Federal Direct Loans or need additional funds beyond their qualification for federal student aid may apply for an alternative loan. Please note that a Free Application for Federal Student Aid (FAFSA) is not required in order to apply for an alternative loan but is encouraged to consider all other aid before applying for an alternative loan.

A student interested in an alternative loan should apply through a private lender which can require a co-signer. Please note that each lender may have different interest rates, requirements, and/or repayment options. Students can be eligible to receive an alternative loan up to the amount of their Cost of Attendance, determined by the Financial Aid Office, minus other aid received. An alternative loan cannot exceed the student’s Cost of Attendance for the aid year. A student must complete the Alternative Loan Questionnaire under Financial Aid Forms on the Texas A&M University-Texarkana website in order for the alternative loan to be considered for certification.

The Truth In Lending Act (TILA) and the Higher Education Act of 1965, as amended (HEA), require a lender to obtain a self-certification signed by the private loan applicant before disbursing a private education loan. The lender may provide the applicant the self-certification form; however, you can also obtain the form by clicking on this link, [Private Education Loan Applicant Self-Certification Form](https://ifap.ed.gov/dpcletters/attachments/GEN1001A-AppSelfCert.pdf).

**Student Employment**

Federal Work Study and University Work Study programs are established to promote student academic success by providing a practical work experience for students who meet the financial need requirement. There are on and off campus opportunities, including some tutoring and community service positions. If a student is interested in Work Study, it is crucial to submit the FAFSA and all required documents by the priority deadline of March 15th. Once the student is qualified for Work Study, he or she can submit a resume or application to his or her department of choice.
Who do I contact about Work Study?

Any inquiries about Work Study can be submitted to finaid@tamut.edu.

What is Federal Work Study?

All students with qualifying need are eligible for funding under the Federal Work Study program.

What is University Work Study?

All students with qualifying need are eligible for funding under the University Work Study program. Guidelines will follow federal qualifying methodology.

If I choose to participate in the Work Study program, will it affect my financial aid?

Participation in the Work Study program will not affect your financial aid package unless the total of awards exceeds the student’s Cost of Attendance.

Veteran Services

Veterans Service Center - University Center, UC 258
7101 University Ave
Texarkana, TX 75503
Phone: 903-334-6602
Fax: 903.223.3140
Email: Veterans@tamut.edu (veterans@tamut.edu)

Hours of Operation
Monday-Friday
8:00am - 5:00pm

The Veteran Services Center (VSC) at Texas A&M University-Texarkana assists United States military members (Active Duty, Reserve, and National Guard), veterans, and their eligible dependents in achieving their academic goals through support and services leading to a seamless transition from military to civilian life. Information and benefits counseling are available in the VSC, Room UC258, by visiting the Veteran Services (http://www.tamut.edu/Admissions/Enrollment-Services/Veterans-Services) webpage or by emailing veterans@tamut.edu.

Enrollment is certified to the appropriate agency upon request of the student. Any student enrolled at A&M-Texarkana who is eligible for VA Educational Benefits or State of Texas military education benefits should visit the VSC to determine the documents to validate eligibility for benefits.

Military Education Transcripts

In addition to civilian education transcripts, military students must have their military education transcript sent to the Texas A&M University-Texarkana Office of Admissions for evaluation. Students who served in the Army, Navy, Marine Corps, or Coast Guard (Active Duty, Reserve or National Guard) should submit a Joint Service Transcript (https://jst.doded.mil/smart/sessionId=y2yfeEfPaPpERZdwQpMLK8am7c9I6G6b9755PXQR3JZx2e16621:70956765) (JST). Students who served in the Air Force (Active Duty, Reserve or National Guard) should submit a Community College of the Air Force (CCAF) (http://www.airuniversity.af.mil/Barnes/CCAF/Display/Article/803247) transcript. Please contact the A&M-Texarkana Veteran Services Center at 903-334-6602 or veterans@tamut.edu (Veterans@tamut.edu) for information on requesting these transcripts.

Priority Registration

During registration periods, registration for classes is opened to students based on classification. The first phase is opened to doctoral, graduates, and seniors, then juniors, then sophomores, and followed by freshmen. All continuing military community students will be eligible to register starting with the first phase of registration regardless of their classification. This will be achieved through an Alternate Registration pin that will be provided by the School Certifying Official. Emails will be sent to the students’ ACE email account to prepare for registration prior to the registration period.

Campus Locations

Classes are offered at the following locations:

- Main campus: 7101 University Avenue, Texarkana, TX 75503
- Red River Army Depot (Logistics Management Certificate Program): 100 James Carlow Dr., Texarkana, TX 75507
- Texas A&M University-Texarkana at Northeast Texas Community College: 2886 FM 1735, Chapel Hill Rd., Mt. Pleasant, TX 75455
- Texas A&M University-Texarkana at RELLIS: 3100 TX-47, Bryan, TX 77807
- Texas A&M University-Texarkana at Paris Junior College, 2400 Clarksville St., Paris, TX 75460

Benefits Certification

Each student using VA or State of Texas education benefits is responsible for providing accurate information and eligibility documents to the Veteran Services Center (VSC). Any changes to your major/minor, academic schedule, address change, or benefits eligibility must be provided to the VSC.
as soon as possible so they can assist with updating the VA and State of Texas in a timely manner. Such changes have the potential of creating a balance on your student account and/or a debt with the VA so timely and accurate updates are important.

**Federal Veterans Education Benefits through the Department of Veterans Administration (VA):**

Eligibility criteria and information for each chapter is available by clicking on the benefit title below. Additional information is available on the U.S. Department of Veteran Affairs (http://www.benefits.va.gov/gibill/education_programs.asp) Education and Training website. To calculate your VA benefits while attending and to research approved programs, visit the VA GI Bill Comparison Tool (http://department-of-veterans-affairs.github.io/gi-bill-comparison-tool) website.

- Chapter 30 (http://www.benefits.va.gov/gibill/mgib_ad.asp) (Montgomery GI Bill-Active Duty)
- Chapter 1606 (http://www.benefits.va.gov/gibill/mgib_sr.asp) (MGIB-Select Reserves)
- Chapter 33 (http://www.benefits.va.gov/gibill/post911_gibill.asp) (Post-9/11 GI Bill)
- Chapter 31 (http://www.benefits.va.gov/vocrehab) (Vocational Rehabilitation & Employment)
- Chapter 35 (http://www.benefits.va.gov/GIBILL/DEA.asp) (Dependants/Survivors of disabled or deceased Veterans)

Chapter 33 military housing allowance is calculated on the Zip Code of the university (75503) at E-5 with Dependents. To obtain the current rate, use the BAH Calculator on the Defense Travel Management Office (https://www.defensetravel.dod.mil/site/bahCalc.cfm) website. Chapter 33 students who are enrolled less than full-time or only in distance courses will receive a prorated amount. Additionally, it is important to note that **Chapter 33 students must be enrolled in greater than half time to receive the housing allowance.**

**General Forms Requirements:**

To ensure your benefits are managed efficiently and accurately with the VA, the following forms need to be provided to the VSC. This is a general list as some benefits will require special documents.

- Certificate of Eligibility: this document is obtained from the VA Education Regional Office. An updated copy is required once a year (fall term) or every term when your benefits remaining is 8 months or less.
- DD214, Certificate of Release or Discharge From Active Duty, Member 2 or higher version (not Member 1): this document is required to assess “Covered Individual” status under the Veterans Access, Choice and Accountability Act of 2014.
- VA Form 22-1995/5495, Request for Change of Program or Place of Training: this document is required if you used your benefits at another school prior to attending Texas A&M-Texarkana or are currently attending and changing your major.
- Request for Certification: this document is required every semester you want to use your benefits. Your enrollment will not automatically be submitted to the VA.

For CH33 students to receive the book stipend prior to the start of the term, all required documents should be submitted at least 30 days prior to the first day of the term. Contact the VSC for information for specific forms required and assistance with obtaining and completing all documents.

**Veterans Access, Choice, and Accountability Act of 214 (Choice Act):**

Texas A&M-Texarkana is compliant with all requirements of Section 702 of the Choice Act. This section requires VA to disapprove programs of education for payment of benefits under the Post-9/11 GI Bill and Montgomery GI Bill-Active Duty at public institutions of higher learning if the schools charge “covered individuals” tuition and fees in excess of the rate for resident students for the terms beginning after July 1, 2015.

A Covered Individual is defined in the Choice Act as:

- A Veteran who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence) and enrolls in the school within three years of discharge from a period of active duty service of 90 days or more.
- A spouse or child using transferred benefits who lives in the state in which the institution of higher learning is located (regardless or his/her formal state of residence) and enrolls in the school with 3 years of the transferor's discharge from a period of active duty service of 90 days or more.
- A spouse or child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence) and enrolls in the school within three years of the Service member's death in the line of duty following a period of active duty service of 90 days or more.

Individuals who initially meet the requirements above will maintain “covered individual” status as long as they remain continuously enrolled at the institution of higher learning, even if they are outside the three year window or enroll in multiple programs. For more information on the Choice Act, visit the VA Education and Training website Choice Act website (http://benefits.va.gov/gibill/post911_residentraterequirements.asp).

**Post-9/11 GI Bill Yellow Ribbon Program**

Texas A&M University-Texarkana is a Post 9-11 Yellow Ribbon Program participant. If you are classified as a nonresident student and are not a “covered individual” per the Choice Act 2104, you may be eligible to participate in the Yellow Ribbon Program. Texas A&M-Texarkana has agreed to accept 35 students per year, on a first come-first serve basis, in the Yellow Ribbon program. Visit the VA Education and Training Yellow Ribbon Program website (http://www.benefits.va.gov/gibill/yellow_ribbon.asp) for eligibility criteria and additional information. Contact the VSC to sign up for the Yellow Ribbon Program.
Exemptions for Texas Veterans Under the Hazlewood Act
Under the Hazlewood Act, many Texas Military Members and Veterans may be eligible for tuition and fee exemption for up to 150 semester hours. Under certain circumstances, the Hazlewood Exemption may be transferred to the military member's/veteran's spouse and/or children. Eligibility criteria are available in the VSC or at the Texas Veterans Commission website (http://www.tvc.texas.gov/Hazlewood-Act.aspx?CFID=23563376&CFTOKEN=59851060). Applications for the exemption are available in the VSC and should be submitted as soon as possible after completing registration for classes every semester.

General Forms Requirements
There are three categories for the Hazlewood Exemption: Veteran, Dependent Spouse and Child, and Legacy. Each category will require a different set of forms but the main document to determine eligibility is the Veteran’s DD214, Certificate of Release or Discharge From Active Duty, member 2 or higher copy. Contact the VSC for other specific requirements.

Use of VA Benefits/Hazlewood Exemption with Financial Aid
VA education benefits and the State of Texas Hazlewood Exemption can be used concurrently with financial aid. Therefore, it is encouraged for military community students to apply for financial aid as soon as the school year FAFSA application window opens (October 1st). Facts to keep in mind:

- VA Education benefits: do not include VA education benefits in the income section of the FAFSA as this will reduce your need-based financial aid amount. Any tuition and fee amount paid directly to the school by the VA will be applied to your account prior to grants and loans being applied if you provide your documents to the Veteran Services Office early for processing.
- Hazlewood Exemption: the exemption is considered a resource and will affect your financial aid award. Because the amount cannot be projected for the year as the exemption amount is based on each semester’s actual enrollment, it is important for the exemption to be applied to your account prior to your financial aid being released. Thus you should contact the Veteran Services Office as soon as possible to process your exemption to avoid being over-awarded by the financial aid office.

DOD Tuition Assistance (TA)
Texas A&M University-Texarkana complies with all requirements of the Department of Defense Voluntary Education Partnership Memorandum of Understanding. With the guidelines for use of Military TA managed by each individual military service branch, students wishing to use Military TA must contact their military unit first to determine both eligibility and availability of Military TA funds. Once approved by your unit, contact the Veteran Services Center (VSC) for assistance in submitting the proper documents to the university.

Per DOD TA requirements, Military TA must be requested and approved prior to the start date of the each term. Service members can register for classes prior to securing Military TA but they will be solely responsible for all tuition costs until approval is obtained from their military service branch and the proper documents are submitted to the university. Only courses listed in the service member’s evaluated education plan will be approved for Military TA.

Use of Military TA with Financial Aid and VA Education Benefits:
Military TA can be used concurrently with both financial aid and VA education benefits if eligibility exists. Per DOD rules, Military TA cannot be used with the Montgomery GI Bill®-Selected Reserve Program (CH1606). Students should submit their FAFSA to be considered for financial aid and discuss eligibility for VA education benefits with the VSC. Students who qualify for Pell Grants and/or VA education benefits will have their Military TA benefits applied to their account prior to the application of their Pell Grant funds and their VA education benefits.

Drops/Withdrawals While Using Military TA:
If a student using Military TA drops a class or withdraws from all classes for a term, the university will manage refunds of TA funds as follows:

- Up to the start date for the term, return all Military TA funds to the appropriate military service when the service member does not:
  - Begin attendance at the university or
  - Start a course, regardless of whether the student starts other courses.
- If the Drop occurs prior to the term Census Date, all Military TA funds for the dropped course will be returned to the military service.
- Return any Military TA funds paid for a course that is cancelled by the university.
- For complete withdrawal from a term, the amount of Military TA that is earned is determined on a pro rata basis. For example, if you completed 30% of the period of enrollment, you earned 30% of the approved Military TA so 70% of the Military TA will be returned to the military service. Once you have completed more than 60% of the period of enrollment, all approved Military TA is earned and no refund will be made to the military service.
  - To calculate the amount of earned Military TA, the VSC will divide the number of calendar days the student attended classes by the total number of calendar days in the semester (scheduled breaks of 5 days or more will be deducted out of the equation). The resulting percentage is then multiplied by the total amount of Military TA funds that were approved by the military service prior to the beginning of the term. The result of this calculation determines the amount of Military TA earned by the student. Any amount exceeding the earned calculation amount must be returned to the military service. The VSC will notify and instruct any students who owe money because the university has returned the appropriate amount to the military service. Funds returned to the military service may result in a balance on your account, which you are then responsible for paying in accordance with the TAMUT’s refund policy (http://www.tamut.edu/About/Administration/Business-Office/refund.html).
TUITION AND FEES

The university assesses tuition expenses for each student according to residence classification and the number of semester credit hours for which he or she registers. The Texas Legislature and the Texas A&M University System Board of Regents set tuition and fee rates. Current tuition and fee schedules are available on the Business Office [website](http://www.tamut.edu/Admissions/Enrollment-Services/Tuition-and-Fees).

Students are responsible for paying all financial obligations owed to the university when due. Prior to the end of each semester or term, each student should determine that all accounts are paid. In the event the student’s account becomes delinquent, the student will be responsible for all costs of collection. These costs include collection-agency fees, attorney fees, court costs, judgment interest, and any other allowable charges in accordance with state regulations. The university will note non-payment of any accounts on the student’s record, and the student will be blocked from registration and from obtaining an official transcript until full payment has been made.

Oath of Residency

The student is responsible for registering under the proper residence classification and for providing documentation that the institution requires. Prior to or at the time of enrollment, the student must raise any question concerning his or her Texas resident-classification rights with the Office of Admissions for official determination. Students classified as residents must affirm the correctness of that classification as part of the admissions procedure. If the student’s classification as a resident becomes inappropriate for any reason, the student must notify the Office of Admissions. Failure to notify the institution constitutes a violation of the “Oath of Residency” and will result in disciplinary action.

Book Voucher

If Texas A&M University-Texarkana has awarded financial aid to the student and the student meets the conditions listed below, a book voucher will be available in the Business Office. The student may use the voucher to purchase books and supplies only at Texas A&M University-Texarkana, and the student must use the voucher the same day the university issues it. To qualify for the Book Voucher, students must:

- have accepted their financial aid on [Web for Students](http://www.tamut.edu/Admissions/Enrollment-Services/Tuition-and-Fees);
- be enrolled in the Office of Admissions in the same number of hours as the award letter specifies;
- not have any holds with Texas A&M University-Texarkana; and
- be receiving financial-aid awards that are greater than the tuition and fee charges in the Business Office.

After the student has satisfied the above requirements, he or she may apply for the book voucher in the Business Office. If the university has awarded financial aid to the student but the student does not meet all of the above requirements, he or she may contact the Financial Aid Office for additional information.

Tuition Rates Based on Residency

Students may find detailed information regarding Tuition Rates based on Residency on the Tuition Rates [website](http://www.tamut.edu/Admissions/Enrollment-Services/Tuition-and-Fees) page of Business Office website. Additional information regarding Texas Residency is available in the Admissions (p. 70) section of this catalog or on the Admissions website [website](http://www.tamut.edu/Admissions/Apply/Requirements-Forms-and-Additional-Information/Residency).

Resident

To be a Texas resident, a student must have resided in Texas for 12 consecutive months or more and established a domicile in Texas PRIOR to the semester he or she is enrolling. The university may require additional documentation to establish Texas residency. Students classified as residents will pay the in-state tuition rate.

Non-Resident

A student who resides in a state other than Texas is a non-resident. Please see the “Fee Rate Codes” listed below. Residents of Hawaii and Alaska are not eligible for the “Fee Rate Codes.”

Fee Rate Codes

In-State Tuition Rate

A non-resident student who resides in Oklahoma, Arkansas, certain parishes in Louisiana (see below), and certain counties in New Mexico (see below) will receive the in-state tuition rate.

Border County (BC)-Miller and Little River County in Arkansas

Arkansas (AR)-All other counties in Arkansas

Oklahoma (OK)-All counties in Oklahoma
Border Parish Louisiana (BCLA)-Bordering parishes listed below

- Beauregard Parish
- Caddo Parish
- Calcasieu Parish
- Cameron Parish
- DeSoto Parish
- Sabine Parish
- Vernon Parish

Border County New Mexico (BCNM)-Bordering counties listed below

- Union County
- Quay County
- Curry County
- Roosevelt County
- Lea County
- Eddy County
- Otero County
- Dona Ana County

In-State +$30.00
A non-resident student who resides in the 44 contiguous states including all other counties in New Mexico and all other parishes in Louisiana will pay the in-state tuition rate plus $30.00 per credit hour.

Foreign Student Tuition Rates
In accordance with Section 54.051(d) of the “Texas Education Code,” the university will set the tuition rates for nonresident students enrolled in public universities and health-related institutions for academic year 2014-2015 at $412.00 per semester credit hour (SCH) plus any designated tuition and, when appropriate, Board-authorized graduate tuition the institution charges. Exceptions include tuition rates for nonresident students enrolled in medicine, veterinary medicine, dentistry, and law. Those students can find the tuition rates in other paragraphs of Section 54.051 of the “Texas Education Code.”

Financial-Aid Refunds
The university will mail all financial-aid-refund checks to the student’s current address on file with the university unless the student has elected for direct deposit via Web for Students. Please note, for refund purposes, class days are determined by the calendar, not by the number of class meetings. As an example, if a semester starts on Monday, Thursday of that week is considered the 4th class day for all classes.

Financial-Aid Students Who Withdraw From All Classes
Students who have received financial aid that withdraw from A&M-Texarkana on or before the 60% point in the semester must repay a portion of their financial aid as the Federal formula specifies. The student may only maintain the amount of financial aid he or she has earned at the time attendance ceases. The student must repay both the Federal programs and A&M-Texarkana for institutional charges. Texas A&M University-Texarkana will use the Federal formula to determine the amount the student must repay. All financial-aid students must contact the Office of Financial Aid and Veteran Services before withdrawing from classes in order to understand the adverse effects of his or her withdrawal.

Financial-Aid Students Who Drop Classes
Officials base financial-aid awards on the student’s enrollment status on the university’s official census-date report. If the student drops below the number of hours for which the university packaged him or her on or before the official census date, the university will make an adjustment to the financial-aid offer. If the student drops after the census date, the university may require make-up hours.

Financial-Aid Students and Non-Attendance
Students who receive financial aid and fail to attend any of their classes must repay all financial aid they received.

Courses abandoned without processing an official drop or withdrawal in the registrar’s office will result in a grade of "F" regardless of the time the student ceases to attend class.

Parking Permits
All A&M-Texarkana employees and students that park a vehicle on A&M-Texarkana property must have a parking permit. A&M-Texarkana parking permits can be purchased at the UPD located in the Central Plant building or at the Business Office in the University Center. Parking fees and fees for additional vehicles will be pro-rated as follows:

- Fall through Summer: $30.00
• Spring through Summer: $20.00
• Summer only: $12.00
• Replacement permits: $5.00. This permit is only a replacement for a stolen permit or a wrecked vehicle where the parking tag is destroyed.

No refunds will be given for permits with the exception being when a student withdraws from the university before classes start. The hang tag/sticker must be returned to the Business Office before a refund can be made.

Guaranteed Tuition

Texas A&M University-Texarkana Guaranteed Tuition and Fee Plan Effective Fall 2014

The Guaranteed Tuition and Fee Plan will include the following:

1. Statutory Tuition
2. Designated Tuition
3. Mandatory Fees

The guaranteed-tuition-and-fee plan will exclude the following non-mandatory fees (e.g., instructional-enhancement fees, field-trip fees, study-abroad fees, lab fees, distance-education fees, program fees, etc.) and other academic costs (e.g., parking fees, room and board, books, supplies, etc.). Due to the voluntary and varied nature of these costs, which may differ from program to program or course to course, the university will charge these fees in addition to the guaranteed-plan amount.

The Guaranteed Tuition and Fee Plan (http://tamut.edu/Admissions/Enrollment-Services/Tuition-and-Fees) will be mandatory and will include all students (currently enrolled, non-resident undergraduate and resident and non-resident graduate students).

Methodology for Calculating the Guaranteed Plan

The university will determine the guaranteed plan based on the tuition and fee base (including any applicable tuition and fee increases the Board of Regents previously approved) at A&M-Texarkana, adjusted for inflation over the applicable length of term for each degree program. The university will calculate the adjustment based on the average compounded increase over the applicable length of the guaranteed plan. The university will perform the calculation for each new cohort beginning in the fall semester.

The data source for this adjustment will be the Bureau of Labor Statistics. The university has calculated the initial base rate for Fall 2014 using a rolling four-year average of calendar year CPI for the years 2009 thru 2012, currently at 2.2%.

Undergraduate Guaranteed Degree Cohort Based Plans

The university will require all new incoming and current resident and non-resident undergraduate students to pay the guaranteed-tuition-and-fees rate based on residency and current-cohort classification. The rate will be valid for the applicable period from the date of entry or current status as of fall 2014. After the applicable time period has expired, the rate is subject to increase to the rate for new undergraduate students entering at that time.

Guaranteed Two-Year Graduate and Three-Year Graduate Degree Plans

The university will require all new incoming and current resident and non-resident graduate students to pay the two-year degree or three-year degree plan guaranteed-tuition-and-fees rate, based on residency. The rate will be valid for the applicable period from the date of entry or current status as of fall 2014. After that time period, the rate is subject to increase to the rate for new graduate students entering at that time.

New Transfer Students

Any new transfer student in fall 2014 will have a guaranteed rate based on when they first enrolled in higher education in Texas. For example, an undergraduate student who enrolled at any Texas institution in fall 2012 would have a rate similar to juniors and a guaranteed term of two years. However, if the student has ineligible hours that will not transfer toward their degree program, the university will provide new transfer students an option to select an appropriate cohort based upon the eligible hours that transfer to Texas A&M University-Texarkana.

Automatic Extension of Time for Students

Undergraduate and graduate students whose time has expired under their degree plan will have an automatic one-year extension of their guaranteed rate. The student will receive special attention to assure the university provides proper advising to promote timely graduation and to clearly inform the student of the financial impact that may occur if they do not complete their degree during the extension and then become subject to the rate for students in their applicable cohort at that time.

Change of Majors

Students changing their major can request an extension of their guaranteed rate if the change will cause their rate to expire before they complete their degree. The student will receive attention to assure the university provides proper advising to promote timely graduation.
Stop-outs and Readmits
The guaranteed-tuition-and-fee plans are contingent upon continuous enrollment of the student during fall and spring terms until he or she completes the degree. Stop-outs and readmits can request an extension of their guaranteed rate if it expires before they complete their degree. The student will receive special attention to assure the university provides proper advising to promote timely graduation.

Excess Hours and Repeat Course Rules
The guaranteed rate does not preclude the university from charging a higher rate to students who have exceeded the state-imposed excess-credit-hour cap imposed or who repeat a course for the third time.

Special Provisions
The university will grant consideration to a student takes a break in attendance due to military service, pregnancy, and medical leave. The university will deal with situations in this category on a case-by-case basis with the intent to assist the student in maintaining their guaranteed plan.

Payment Options
Obligation to Pay Tuition, Required Fees, Other Fees and Charges for Optional Services
By registering for classes, students agree to pay all tuition and required fees associated with their registration, optional services and other fees, whether paying in full or utilizing the installment payment option. Failure to pay tuition, fees or other charges may result in penalties, late registration fees and/or possible cancellation. If your registration schedule is canceled due to non-payment, a $100 reinstatement fee will be charged to re-enroll. Unpaid tuition, fees, and other charges are subject to Texas A&M University-Texarkana’s collection policy and the student will be responsible for any and all collection fees incurred to collect on the account.

Accepted Forms of Payment
Payment for tuition, fees, room and meal plans are made to the Texas A&M University-Texarkana, Business Office. Payments may be made by cash, check, money order, cashier’s check, debit or credit card. The university accepts Visa, Discover, Master Card, American Express. The following are ways in which payments can be made:

- By mail to the following address: Texas A&m University-Texarkana, Attn: Business Office, UC Suit 257, 7101 University Ave., Texarkana, TX 75503
- In person in the Business Office located in the University Center on the 2nd floor, suit 257. Monday-Friday, 8:00 am- 4:30 pm.

Credit Card Payments
The student may remit payment for tuition and fees by charging to MasterCard, Visa, Discover, and American Express over the Web, by mailing a check or money order, or using a check, cash, or a credit card in person. The student should follow these instructions to pay on the Web:

Access the university Web site at www.tamut.edu.

1. Select “Quick Links.”
2. Select “Web for Students” or go directly to https://eagles.tamut.edu/.
3. Select “Enter Secure Area.”

After logging in, complete the following steps.

1. Select “Touchnet Payment Gateway.”
2. Select “Click for Current Account Status.”

Please contact the Business Office (http://www.tamut.edu/About/Administration/Business-Office) at (903) 223-3115 for assistance with making a payment of tuition and fees with a credit card.

Installment Payment Plan
Texas A&M University-Texarkana will allow students to pay all tuition and mandatory fees during the fall and spring semesters using the installment payment alternative described in Section 54.007, Education Code, as amended.

<table>
<thead>
<tr>
<th>Installment Payment Fees Processing Fee</th>
<th>$25.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Installment Fee</td>
<td>$25.00 per late payment</td>
</tr>
</tbody>
</table>

1. A student paying tuition and required fees in four (4) installments shall pay a processing fee of twenty-five dollars ($25.00).
2. To sign up for a payment plan,
   a. log on to Web for Students,
   b. click on “Touchnet Payment Gateway.”
c. Click on the box that says “Click for Current Account Status,”
d. Click on the tab that says “Payment Plan,” and follow instructions.

3. A student making an installment payment after the due date shall also pay a late-payment fee; the business office must receive each installment payment by the due date specified in the installment-payment-plan agreement.

The university will add a $25.00 delinquent fee if the Business Office does not receive payment by the due date.

Note: Students paying on the installment plan who must withdraw from classes should see the “Withdrawal Refund Schedule” in the current class schedule.

Installment Payment Plan Terms
1. Students electing the installment-payment-plan option must pay the full amount of all tuition, mandatory fees, and incidental fees specified in this installment-plan agreement.
2. The student may not change his or her selected installment-payment-plan option after the university has produced his or her fee schedule.
3. The first installment payment is due at the time of registration and is equal to 1/4 of all tuition and mandatory fees due for the semester plus the full amount of the processing fee.
4. Failure to make any installment payment by the end of the semester shall not cancel the obligation to pay the total installment payments and late-payment fees.
5. According to Texas law (Texas Education Code 54.007), the university may prohibit a student who fails to make full payment of tuition and fees, including any incidental fees, by the due date from registering for classes until he or she makes full payment. The university may deny credit to a student who fails to make payment prior to the end of the semester for work done that semester. The university shall notify a student of any delinquent tuition or fee payment as soon as practicable. The university may adjust its records to reflect the student’s failure to have properly enrolled for that semester. The student must pay expenses incurred in collecting the amounts due under this agreement, including, but not limited to, collection fees, attorney fees, and court costs. If the student fails to make payments as specified, the university will hold the student responsible for any and all collection costs in addition to the required payment.
6. The university will not reinstate a student who withdraws from the university without paying the full amount of tuition and fees or who the university has dropped from its rolls for failure to make installment payments when due until he or she pays all past-due installment payments and applicable late-payment fees.

Fall 2018 Installment Plan Dates:
Pre-Registration Installment Plan first payment due on August 17th, 2018 - Round 1 drop for non-payment will be conducted on August 20th, 2018
Regular Registration Installment Plan first payment due on August 27th, 2018 - Round 2 drop for non-payment will be conducted on August 30th, 2018
   • Second installment due on September 13th, 2018
   • Thirds installment due on October 3rd, 2018
   • Final installment due on November 8th, 2018
*Emergency loans & book vouchers available August 1st - August 29th

Spring 2019 Installment Plan Dates:
Pre-Registration Installment Plan first payment due on January 8th, 2019 - Round 1 drop for non-payment will be conducted on January 15th, 2019
Regular Registration Installment Plan first payment due on January 22nd, 2019 - Round 2 drop for non-payment will be conducted on January 25th, 2019
   • Second installment due on February 14th, 2019
   • Third installment due on March 14th, 2019
   • Final installment due on April 11th, 2019
*Emergency loans & book vouchers available December 17th - January 24th

Third Party Billing
Third-party billing is a billing method by which an entity (company, corporation, or other government agency) can establish special billing arrangements to cover tuition and mandatory fees for students that it sponsors. This entity receives and makes payment against special bills mailed directly to a third-party office, and does not remit payment directly to a student’s university-generated bill. The sponsor must submit a letter of authorization to the Business Office and the student must complete the TAMUT third party agreement contract.

Emergency Tuition and Fee Loans
Emergency Tuition and Fee Loans pay the full amount of the first installment of tuition and fees on a student’s payment plan. Students do not receive a check with this loan; a credit is made to offset tuition/fee charges. A debit is then made in order for the student to pay back the amount of the emergency loan. Applications for emergency loans must be submitted before the first day of classes.
Refund of Fees

The tuition and fee “TPEG Emergency Loans” application is available online, and the university will award the loan to qualified students on a first-come, first-served basis. The conditions and qualifications for the loan are as follows:

1. Students may qualify for an Emergency Tuition and Fee Loan up to a maximum of 25% of their total tuition and fees for that term.
2. The university charges a $10.00 loan origination fee for each Emergency Tuition and Fee Loan.
3. The student can only receive one loan per semester.
4. The student should not apply for a loan until he or she has finalized his or her schedule.
5. The student will be responsible for any additional tuition and fees incurred subsequent to the original loan application and approval. The university will drop the student’s schedule for failure to pay the remaining balance.
6. The student must be in good standing with the university.
7. The student cannot have academic or financial holds on his or her record.
8. The student must have a 2.0 undergraduate GPA or a 3.0 graduate GPA.
9. The university has a set amount of funding available for the Emergency Tuition and Fee Loan program. The university will award loans to students on a first-come, first-served basis.
10. The Tuition and Fee Loan does not cover 100% of the student’s required charges. The student must establish a payment plan. The student may establish this plan online via Web for Students.

Refund of Fees

The university bases refunds for drops or withdrawals on the total tuition the student pays. Students who drop or withdraw are responsible for any remaining tuition payments. A total withdraw by the dates listed below will result in a reduction in total assessed tuition provided the student remains enrolled for the semester. No reduction of fees will be given for withdraws after the dates listed below. **Note: The semester’s first class day is always the first official day of the semester, not the first day of an individual’s class.**

- A student withdrawing during a fall or spring semester or a summer term of 10 weeks or longer may be eligible for a refund according to the following scale:

<table>
<thead>
<tr>
<th>Prior to the 1st class day</th>
<th>100 percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the first 5 class days</td>
<td>80 percent</td>
</tr>
<tr>
<td>During the second 5 class days</td>
<td>70 percent</td>
</tr>
<tr>
<td>During the third 5 class days</td>
<td>50 percent</td>
</tr>
<tr>
<td>During the fourth 5 class days</td>
<td>25 percent</td>
</tr>
<tr>
<td>After the fourth 5 class days</td>
<td>None</td>
</tr>
</tbody>
</table>

- A student withdrawing during a term or session of more than 5 weeks but less than 10 weeks may be eligible for a refund according to the following scale:

<table>
<thead>
<tr>
<th>Prior to the 1st class day</th>
<th>100 percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the 1st, 2nd, 3rd class day</td>
<td>80 percent</td>
</tr>
<tr>
<td>During the 4th, 5th, 6th class day</td>
<td>50 percent</td>
</tr>
<tr>
<td>The 7th class day and thereafter</td>
<td>None</td>
</tr>
</tbody>
</table>

- A student withdrawing from a term or session of five weeks or less may be eligible for a refund according to the following scale:

<table>
<thead>
<tr>
<th>Prior to the 1st class day</th>
<th>100 percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the 1st class day</td>
<td>80 percent</td>
</tr>
<tr>
<td>During the 2nd class day</td>
<td>50 percent</td>
</tr>
<tr>
<td>The 3rd class day and thereafter</td>
<td>None</td>
</tr>
</tbody>
</table>

- Students who drop courses within the first 12 class days of a fall or spring term or within the first four (4) days of a summer term will receive a full refund for those courses dropped provided the student remains enrolled for that semester. The university calculates refunds for courses, which a student drops and from which a student later withdraws according to the schedules above.
- The university will process refunds for mini-terms according to the schedule for summer terms.
- If a scheduled course fails to materialize by reason of lack of required students, the university will refund all fees for the course.
- The university will not refund fees for audited courses.

**The university calculates withdrawal refund for students paying in installments as follows:**

- 100% means he or she will receive a 100% refund of tuition paid.
- 80% means he or she will receive a refund of 30% (50% paid less 20% owed = 30% refund).
- 70% means he or she will receive a refund of 20% (50% paid less 30% owed = 20% refund).
- 50% means he or she will not receive a refund and does not owe any additional tuition (50% paid less 50% owed = 0)
- 25% means he or she owes an additional 25% of total assessed tuition (50% paid less 75% owed = 25% balance due).

### Tuition and Fees Descriptions

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statutory Tuition*</td>
<td>Statutory tuition rates are set by the Texas Legislature.</td>
<td>$50 for Residents per SCH; $80 for Border State per SCH.</td>
</tr>
<tr>
<td>Designated Tuition</td>
<td>A mandatory tuition for operations of the University, scholarship set-asides and building upkeep and improvements.</td>
<td>$108.70 per SCH + the adjusted inflation rate calculated based on your Guaranteed Tuition Plan</td>
</tr>
<tr>
<td>Student Center Fee</td>
<td>A mandatory fee for operation and maintenance of student centers.</td>
<td>$3 per SCH</td>
</tr>
<tr>
<td>Recreation Sport Fee</td>
<td>A mandatory fee to finance, construct, operate, maintain and improve recreational sports facilities and programs.</td>
<td>$100 flat fee</td>
</tr>
<tr>
<td>Student Health Fee</td>
<td>A mandatory fee to provide for mental health services and health education.</td>
<td>$50 flat rate</td>
</tr>
<tr>
<td>Laboratory and Materials Fee</td>
<td>The laboratory and materials fee is up to $30.00 per course. This fee applies to some courses for materials and lab usage.</td>
<td>Varies by lab course</td>
</tr>
<tr>
<td>Intercollegiate Athletic Fee</td>
<td>A mandatory fee to initiate intercollegiate sports and build sports facilities.</td>
<td>Varies per SCH</td>
</tr>
<tr>
<td>University Services Fee</td>
<td>A mandatory fee to support various university programs/services including but not limited to records, traffic safety, technology, library, advising, international education, supplemental instruction, and student support.</td>
<td>Varies per SCH (<a href="http://www.tamu.edu/Admissions/Enrollment-Services/Tuition-and-Fees/index.html">http://www.tamu.edu/Admissions/Enrollment-Services/Tuition-and-Fees/index.html</a>)</td>
</tr>
<tr>
<td>Admissions Application Fee</td>
<td>A mandatory fee for application processing.</td>
<td>$30 for U.S. applicants. $50 for International applicants.</td>
</tr>
<tr>
<td>Student Endowed Scholarship Fee</td>
<td>The student-endowed-scholarship fee is a mandatory fee to fund a student-endowed scholarship.</td>
<td>$2 per SCH</td>
</tr>
<tr>
<td>Web and Distance Education Fee</td>
<td>Fee that the university will add to all web-based courses, web-enhanced courses, and face-to-face courses the instructor does not teach in the Texarkana city limits or at Northeast Texas Community College (NTCC) and to TTVN courses the instructor does not teach nor does the student receive in Texarkana or at NTCC.</td>
<td>$30 per SCH</td>
</tr>
</tbody>
</table>

* Students enrolled in graduate level courses will pay an additional $20.00 per semester credit hour in tuition.
The faculty and staff at Texas A&M University-Texarkana are dedicated to helping students achieve academic success. We offer a variety of support services and resources to accommodate students' diverse needs and learning preferences. We provide a comprehensive support network for students to assist with their transition to the university and overall success at A&M-Texarkana.

For more information about our Academic Support Services visit the following sections in this catalog or contact the respective office at the email below:

- First Year Experience (p. 100) - FYE@tamut.edu
- Academic Advising (p. 101) - Advising@tamut.edu
- Success Center (p. 102) - SuccessCenter@tamut.edu
- Testing Center (p. 103) - TestingCenter@tamut.edu
- Developmental Education (p. 104) - DevEd@tamut.edu
- TRiO Student Support Services (p. 107) - TrioSSS@tamut.edu

**First Year Experience**

The First Year Experience program provides engaging activities for first-year students aimed at building a strong foundation to enhance students’ educational experiences and foster success. This program recognizes the significance of each student's first-year experiences and supports them in reaching their academic and personal goals.

**A&M-Texarkana's First Year Experience Mission Statement**

The First Year Experience Program is designed to facilitate students' transition into the academic and social community of scholars at Texas A&M University-Texarkana and provide them with essential skills to enhance academic success.

Please visit the First Year Experience (http://tamut.edu/Academics/Student-Support/first-year) website for additional information.
Convocation

Convocation is an academic ceremony that traditionally allows newly-matriculated students to join the university community and begin their academic career among their colleagues and professors. Becoming part of the university community is an exciting event in a student’s life, and the role of the Convocation is to solemnize and celebrate that moment.

Please visit the Convocation (http://tamut.edu/Academics/Student-Support/first-year/Convocation1.html) website for additional information.

University Foundations (IS 1100)

University Foundations is an introductory course to higher education designed to assist students in becoming an engaged learner and high performing student within the academic community. All new freshmen are required to complete this course, and it is taught exclusively by full-time faculty.

Common Reading Experience

The Common Reading Experience is an opportunity for students to share reading and learning experiences with their classmates and faculty. This experience allows students to bond with each other as a community of learners. Additionally, they will come together to participate in conversations and activities on campus and beyond associated with the annual academic theme.

Please visit the First Year Experience website for additional information regarding the Common Reading Experience (http://tamut.edu/Academics/Student-Support/first-year/Common%20Reading%20Experience1.html).

First Year Experience (FYE) Coaching

Student leaders serve as FYE Coaches for first-year students. Throughout the University Foundations course, coaches will teach students skills needed to be high performing scholars and guide them inside and outside of the classroom throughout their first year.

FYE Coaches are responsible for:

- Offering advice about academic expectations and student life
- Inviting students to A&M-Texarkana events and activities
- Introducing students to campus activities, student organizations, and academic opportunities
- Arranging social events throughout the year
- Connecting students with the appropriate resource(s) for their needs

Please visit the First Year Experience website for additional information regarding FYE Coaching (http://www.tamut.edu/Academics/Student-Support/first-year/mentoring.html).

Academic Advising

Academic Advising works in partnership with Faculty Advisors to assist with the advisement of all undergraduate students at Texas A&M University-Texarkana. This collaboration is intended to provide a holistic advising experience for all students. Our professional academic advisors assist students with adjustment to college life, monitor students’ academic progress as needed, and assist students with course selection and scheduling.

In addition to face-to-face sessions, Academic Advisors are available by email, phone, or video conferencing to accommodate our distance learning population.

A&M-Texarkana’s Academic Advising Mission Statement

At Texas A&M University-Texarkana, academic advising promotes student learning and success through intentional academic advising and student-centered support. Based on a developmental framework and guided by an emphasis on mutual responsibility, this process facilitates students in achieving their education and career goals.

Advising Goals

- Fosters an environment based on mutual responsibility between student and advisor
- Services as a developmental process
- Advises on the selection of appropriate courses towards degree completion
- Evaluates and monitors student academic progress
- Is based on theories and knowledge of teaching, learning, and identity development
- Reinforces student self-direction and self-sufficiency

Please visit the Academic Advising (http://www.tamut.edu/Academics/Student-Support/Academic-Advising-Center) website for additional information.

Student Responsibilities

Students are responsible for being active participants in the advising process by:

- Scheduling and adhering to at least one advising appointment each semester with their faculty or academic advisor.
Arriving prepared to each advising session to discuss academic goals, take notes, and to discuss any issues.

- Accessing and understanding their online degree plan audit to monitor degree progress and select courses appropriate to their overall degree completion.
- Monitoring their academic progress each semester.
- Consulting with their faculty and academic advisor when circumstances could impact academic performance (e.g. illness, family situation, work schedule, or other emergencies)
- Checking their university ACE mail account daily for any official university communications.
- Maintaining current contact information with the university.

**Advisor Responsibilities**

The advising process is designed to assist students in making responsible academic and career choices; setting and fulfilling their educational goals; growing intellectually and emotionally; and increasing their critical thinking and decision-making skills. Academic Advisors are responsible for:

- Maintaining accessibility and regular contact with students through face-to-face appointments, email, phone, or video conferencing.
- Understanding and effectively communicating the curriculum, graduation requirements, and university policies and procedures.
- Instructing students on how to access and utilize their online degree plan audit.
- Encouraging self-reliance and supporting students as they develop lifelong learning skills and attainable educational goals.
- Providing students with information about the available resources and services on campus: Success Center, Testing Center, Library, etc.
- Guiding students towards an appreciation of the learning process and higher education.
- Helping students become more responsible and accountable by honestly reflecting on their successes and limitations.
- Maintaining confidentiality.
- Encouraging students to work closely with their professors to discuss academic progress.

**Early Alert/Intervention**

Adjusting to the atmosphere in higher education can be challenging for some students. Students may encounter various challenges during their college career that could prevent their academic success. In an effort to strengthen and improve student success, the Academic Advising Center utilizes Eagle CONNECT, an early alert and retention program.

This early alert warning tool allows faculty to identify students who are having difficulties meeting academic standards and refer them to their academic advisor for support and to aid in the student’s success. Faculty may also provide positive feedback for a student’s academic performance.

Once a student is referred, academic advisors follow up with targeted outreach and relevant interventions. Identifying at-risk students early enough to make a difference is critical to student success.

**Early Alert areas**

- excessive absences
- low exam grades
- in danger of failing
- positive feedback, etc

Eagle CONNECT provides a quick and easy way to assist students early enough in the semester to make a difference. While nothing substitutes direct discussions between students and instructors concerning their academic performance (e.g. after class or during office hours), Eagle CONNECT is a valuable resource in the event additional academic assistance is needed.

For more information, visit the Early Alert/Intervention (http://www.tamut.edu/Academics/Student-Support/Academic-Advising-Center/Early%20Alert-Intervention.html) section of the Academic Advising Center website.

**Probationary Students**

Students placed on academic probation are monitored throughout the semester by academic advising and placed on a Plan for Academic Students Success (PASS). Students on probation are expected to attend regular advising sessions during the semester and to develop their PASS. Academic Advisors can connect students on probation with the appropriate learning support services on campus and additional resources for managing their plan for success. Please visit the Advising Probation and Suspension (http://tamut.edu/Academics/Student-Support/Academic-Advising-Center/Academic%20Probation%20-%20Suspension.html) page for more information about our services.

Please review the Academic Probation and Suspension Policy (p. 31) in this catalog for additional information.

**Success Center**

The Success Center aims to strengthen student academic success by providing academic support services to A&M-Texarkana students. The Success Center houses a full service tutoring and peer-service center, study area, and computer lab – all free for student use. Services include tutoring,
supplemental instruction, workshops, and tutorials. By focusing on success, the Success Center hopes to ensure every student has the tools to make it through their degree.

Tutoring
Professional and peer tutoring forms the backbone of Success Center student support. Success Center tutors certify through National Tutoring Association (NTA) and through the College Reading and Learning Association (CRLA), providing individual and small group tutoring sessions by walk-in or appointment in most core disciplines. Students can also schedule regularly occurring meetings throughout the semester on times that fit their schedule. Tutors aid in course content comprehension, test-prep, and long-term skill development, but above all assist students in becoming independent learners.

Supplemental Instruction (SI)
Supplemental Instruction (SI) targets traditionally difficult courses by closely integrating a certified SSC tutor with the class. Tutors attend all class lectures and lead weekly group study-sessions with students. During these sessions, tutors facilitate discussion of course content, hold reviews for exams, and help students develop class-specific study skills. Above all, SI tutors serve as both resource and model to students, reflecting and promoting the independent mastery necessary for students to succeed in the course.

Writing Studio
The Writing Studio gives students a space to write with the help of our writing tutors close at hand. Studio tutors work closely with composition and writing classes to know what paper you’re working on, so they can help you at any point in the writing process – whether pre-writing, research, thesis development, formatting, organization, etc. Studio times and location are listed in the link below.

Student Success Series Workshops
Student Success Series Workshops provide learning opportunities for students each semester across a variety of academic topics. Workshops are available to all students and generally occur on the university common-hour. Workshop presenters include faculty, staff, tutors, and members of the community who bring a wealth of knowledge about academic and student life issues. Topics include content specific math and composition workshops, workshops on career and academic development, faculty special-lectures, and special topics from SSC tutors.

Testing Center
The Testing Center is responsible for the coordination and administration of proctoring, placement, make-up and select standardized exams for students, groups and community members for program admission and certification. A registration fee and online registration may be required for select standardized exams.

Mission Statement
The mission of the Testing Center at Texas A&M University-Texarkana is to provide a professional testing environment for the campus and community that enables test takers to perform at their maximum ability and provide services to assist students and faculty in maintaining the University's goal of academic excellence.

General Information
- In addition to proctors and regular walkthroughs, the Testing Center employs audio, video, and computer surveillance and recording technologies to maintain an environment of academic integrity.
- Weapons of any kind are strictly prohibited from being taken into the test center facility at any time.
- Students may be asked to turn their pockets completely inside out to ensure that they have been emptied of all personal belongings and coats/jackets are subjected to be searched. As a final step in this process, you may be scanned with a metal detector wand prior to entry into the test room.

Individuals refusing to abide by the testing facility guidelines and/or protocol will be refused entry, and may lose privilege to test in the testing facility.

Student Responsibilities
- Photo ID required (i.e. driver's license or student ID, etc.). ID must be visible on workstation in test room.
- NO electronic devices (i.e. cellular phone, digital watch, fitbit, wireless communication device, etc.) or photographic devices permitted at workstation.
- Arrange with faculty to take make-up exams at the Testing Center.
- Schedule an examination appointment with the Testing Center at least 24-hours in advance or otherwise noted. No walk-ins.
- Contact the Testing Center as early as possible to cancel their appointment if circumstances prevent them keeping the appointment. Repeated failure to do so may jeopardize future use of the Testing Center facilities and a $5.00 fee will be assessed upon your 2nd reschedule request.
- Students should contact their course instructor, and NOT the Testing Center, for exam dates and/or deadlines.
- Clear any changes for appointment time, date, or conditions with their instructor if such changes are needed. This should be done prior to rescheduling with the Testing Center.
• Remind their instructor of exam appointment within a reasonable amount of time prior to the exam and/or date. The exam MUST be in the Testing Center at least 1 day prior to making an appointment.

• Arrive on time! Failure to arrive when scheduled frequently affects students who are scheduled for later times and sometimes limits the time available to complete the examination. Because of limited seating, after 15 minutes, it will be assumed that you are a "no show," your seat may be given away, and you will be required to reschedule.

• Take only those items to your desk, which are authorized by the instructor and Testing Center. Storage will be provided for purses, backpacks, cellular phones and briefcases, etc.

• Make appropriate arrangements for childcare, etc. prior to entering the Testing facility. Babies, children of any age, parents, spouses, friends, and helpers are not allowed in the Test Room. The only exceptions to this rule are those persons approved for ADA accommodations.

American with Disabilities Act (ADA) Accommodations
Students with disabilities can contact the Disabilities Office (p. 25) at (903) 223-3062. The following guidelines apply to those students designated to receive appropriate accommodations:

• Advise the Disabilities Office of your course load at the beginning of each semester, well in advance of any anticipated exams. (NOTE: the Testing Center SHOULD receive feedback or copies of these authorizations.)

• When making an appointment for an exam at the Testing Center, additional lead-time (at least 4 days in advance, 7 days for finals) will be needed for special accommodations: private room, scribe, reader, enlarged type, use of computer, typewriter, and cassette player. NOTE: The Testing Center has only one private testing room. Make appointments well in advance of anticipated tests.

• It is especially important to notify the Testing Center early for cancellations or changes if any of the above special accommodations have been requested.

• Students with disabilities using the Testing Center are held to the same testing standards.

Test Center Contact Information
Phone: (903) 223-3072
Fax: (903) 223-3184
Email: testingcenter@tamut.edu
Room Location: University Center (UC), Room 325

Visit the Testing Center (http://www.tamut.edu/Academics/Student-Support/Testing-Center) website for additional information.

Developmental Education
Students attending Texas public institutions of higher education must be in compliance with the Texas Success Initiative (TSI). The state of Texas assesses entering college students for college readiness in reading, mathematics, and writing unless they qualify for an exemption, exception, or waiver. Students who do not meet the minimum passing standards of the exam must complete a college readiness/academic program designed to help them achieve college readiness.

The Developmental Education program offers courses in English, Mathematics, and Reading to help learners attain the skills to succeed in college-level courses. Because of students’ diverse learning styles and preferences, we offer more than traditional classroom instruction, including self-paced computerized learning modules, integrated reading and writing, accelerated math, and supplemental instruction. A student enrolled in a developmental education course may not drop the course without facing a forced withdrawal from the university.

Mission Statement
The mission of developmental education at Texas A&M University-Texarkana is to facilitate the academically challenging, engaging, and rewarding growth and scholarly development of students whose assessment scores indicate they need our services to help them sharpen their skills, enable them to satisfy the Texas Success Initiative Assessment (TSIA), and ensure they enroll and succeed in college level courses.

Purpose
The purpose of the Developmental Education Plan for Texas A&M University-Texarkana is to provide pertinent information about our developmental education program.

Program Objectives
• To facilitate various Developmental Education interventions
• To assist students in satisfying the Texas Success Initiative (TSI)
• To comply with the state-required acceleration changes
• To meet student learning outcomes in math, reading, and writing
• To provide adequate academic support for students
Texas Success Initiative (TSI)
According to Texas Administrative Code (Title 19, Part 1, Chapter 4, Subchapter C, Rule §4.54), students who attend higher education institutions in Texas must show mastery of determined levels (i.e., readiness standards) of writing, reading, and mathematics skills. Please review the Texas Success Initiative (p. 72) in this catalog for additional information, exemptions, and exceptions.

Effective fall 2014, the TSIA identifies students as
• College Ready—Eligible for college-level coursework
• Developmental Education (Dev Ed or DE)—Eligible for Dev Ed Interventions
• Adult Basic Education (ABE)—Eligible for ABE Interventions at Community and Technical Colleges

HB 2223
Texas House Bill 2223 was signed into law in June 2017, mandating that all public higher education institutions in the state develop and implement co-requisite models to deliver developmental education. The following enrollment percentages are mandated benchmarks for the developmental education (DE) corequisite model: fall 2018, 25%; fall 2019, 50%; fall 2020, 75%.

Guidelines for Concurrent Credit Courses and Developmental Education Courses
Students must adhere to the guidelines below to be in compliance with Texas A&M University-Texarkana’s Developmental Education Plan:
• Students are limited to taking no more than 13 SCH per semester if they need two (2) or more developmental education courses.
• If students need any one part of the TSI requirement (mathematics, reading, or writing), they MUST BE ENROLLED in that course while being enrolled in other academic course work. Students may NOT elect to take credit courses without concurrent enrollment in the requisite developmental course for which they have not provided proof of TSI completion

Developmental Education Plan
All students are required to complete all TSI requirements within 27 attempted semester credit hours (SCH) at A&M-Texarkana. Exceptions include non-degree seeking students as approved by the University Registrar. This plan is decentralized and involves collaboration with the Deans and Faculty of the College of Arts, Sciences and Education (CASE) and College of Business, Engineering and Technology (CBET); University Registrar; Testing Center; Academic Advising; and representatives from the Office of Student Success. A DE Committee is comprised of the following positions: Director of Academic Advising and Student Success, Dean of CASE (ad hoc), Dean of CBET (ad hoc), faculty from English/reading and mathematics, the Testing Center Administrator, the Assistant Vice President for Student Success, and the University Registrar.

Students who transfer to A&M-Texarkana without successfully completing the DE sequence at their previous institutions must successfully complete A&M-Texarkana’s developmental education sequence within 27 attempted SCH at A&M-Texarkana.

If students have fewer than 27 SCH here A&M-Texarkana, students can still take approved non-developmental education classes until students are college ready (TSIA complete).

The A&M-Texarkana plan consists of eight components:
1. Pre-Assessment Activity (PAA)
2. Assessment of College Level Readiness Skills (reading, writing, and mathematic)
3. Intrusive and Individual Developmental Advising
4. DE Corequisite Model
5. Guidelines for Concurrent Enrollment with Credit Courses and Developmental Courses
6. Faculty Development
7. Assessment of DE Plan

Assessment of College Level Readiness Skills
Per the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter C, Rule §4.54, all undergraduate students (including first-time-in-college and transfer students) who do not meet the stated exemptions and exceptions must complete the TSI Assessment(s) to evaluate readiness for college prior to enrolling in a college level course at A&M-Texarkana. All students who do not meet the minimum passing standards in all areas are required to participate in A&M-Texarkana’s DE Plan each semester until they are TSI complete.

Drop Policy
Students may not drop or be dropped from developmental education courses. Students who unsuccessfully attempt the same developmental education intervention for the third time will be allowed to enroll only in developmental education courses until TSI requirements are met.
• If a student is enrolled in one or more developmental education courses and voluntarily withdraws from all courses at the university, it will not count as an unsuccessful attempt.
• Withdrawing from the university or only taking developmental education courses may negatively affect students’ financial aid status.

For more information about the TSI and Developmental Education, please contact the Developmental Education at (903) 223-3046, DevEd@tamut.edu, or visit the Developmental Education (http://www.tamut.edu/Academics/Student-Support/Developmental-Education) website.
TSI-A College Ready Scores and Developmental Education Placement for Mathematics

Students who have not satisfied the mathematics TSI requirement, must enroll in a corequisite mathematics pathway (see placement path below).

**College Ready**
College Ready Math score: 350 or greater

**Developmental Co-requisite Pathway Placement**
- TSI-A Score= 343-349
  - Math 1314 Pathway= MATH 1314 & MATH 0302
  - Math 1324 Pathway= MATH 1324 & MATH 0302

**Developmental Co-Requisite Placement**
- TSI-A Score= 0-342
  - Dev Ed Co-Requisite Course Placement= MATH 0300: Pre-Algebra & MATH 0301: Elementary Algebra

Courses affected by enrollment in Developmental Education Math

- BIOL 1306 & BIOL 1106- Biology for Science Majors I
- BIOL 1307 & BIOL 1107- Biology for Science Majors II
- BIOL 1308 & BIOL 1108- Biology of Non-Science Majors I
- BIOL 1309 & BIOL 1109- Biology of Non-Science Majors II
- BIOL 2401- Human Anatomy & Physiology I
- BIOL 2402- Human Anatomy & Physiology II
- CHEM 1305- Introductory Chemistry
- CHEM 1307 & CHEM 1117- General Chemistry for Engineers
- CHEM 1311 & CHEM 1111- General Chemistry I
- CHEM 1312 & CHEM 1312- General Chemistry II
- COSC 2305- Discrete Math for Engineers
- EE 210 - Intro to Electrical Engineering
- MATH 1314- College Algebra
- MATH 1324- Math for Business & Soc Sci I
- MATH 1350- Fundamentals of Math I
- MATH 2313- Calculus I
- PHYS 1301- College Physics I
- PHYS 1302- College Physics II
- PHYS 2325- University Physics I
- PHYS 2326- University Physics II
- PSYC 2317- Statistical Methods in Psychology

*All math based science/math courses

**Pass/Fail Scenarios Co-requisite Pathways:**
**MATH 1314 Pathway**
- If a student passes MATH 0302, but fails MATH 1314, they retake only MATH 1314.
- If a student passes MATH 1314, they become TSI math complete.
- If a student fails both MATH 0302 & MATH 1314, they retake the corequisite requirement.

**MATH 1324 Pathway**
- If a student passes MATH 0302, but fails MATH 1324, they retake only MATH 1324.
- If a student passes MATH 1324, they become TSI math complete.
- If a student fails both MATH 0302 & MATH 1324, they retake the corequisite requirement.

**Pass/Fail Scenarios Developmental Corequisite Model:**
- If a student passes MATH 0300, but fails MATH 0301, they retake only MATH 0301.
- If a student fails both MATH 0300 & MATH 0301, they retake the corequisite requirement.
- If a student passes both MATH 0300 & MATH 0301, they move to the appropriate corequisite pathway model.
TSI-A College Ready Scores and Developmental Education Placement for Reading and Writing

Students who have not satisfied the reading, and/or writing TSI requirements, must enroll in a corequisite ENGL 1301/ENGL 0399 concurrent with enrolling in any college level course.

**College Ready**
- Reading score = 351
- Writing
  - Essay ≥ 4 & MC is 340 or greater
  - Essay ≥ 5 & MC is less than 340 & ABE Diagnostic Level = 4

**Developmental Co-requisite Placement**
- TSI-A Score
- Not college ready (CR) in Reading and/or Writing
- Developmental Ed Course Placement
  - ENGL 0399: Integrated Reading & Writing II & ENGL 1301: Composition I

**Pass/Fail Scenarios:**
- If a student passes ENGL/DE, they move to ENGL 1302
- If a student fails ENGL but passes DE, they retake ENGL alone
- If a student passes ENGL but fails DE, they move to ENGL 1302
- If a student fails ENGL and fails DE, they retake ENGL and DE

**TRIO**

TRIO Student Support Services is a 100% federally funded grant by the U.S. Department of Education with an annual budget of $232,265. Services, support, and resources are **FREE** and available to any student who completes the application and qualifies for the program.

**An A&M-Texarkana TRIO SSS applicant must:**
- be a citizen or national of the United States or meet the residency requirements for federal student financial assistance;
- be enrolled at the A&M-Texarkana or accepted for enrollment for the next academic term; and
- have a need for academic support to pursue successfully a post-secondary curriculum

Federal eligibility applies if you are/have at least **ONE** of the following:
- first-generation (parents/guardians do not have a Bachelor’s degree)
- low-income (according to federal guidelines)
- a documented disability

**Some of our services and benefits are:**
- Tutoring & Academic Coaching
- Financial Literacy & Economic Literacy Education
• Academic Advising
• Professional Development
• Cultural/Educational Events
• Supplemental Grant Aid (for those who qualify and meet the requirements)

Contact us at TRIOSSS@tamut.edu; or visit the TRIO (http://www.tamut.edu/Academics/Student-Support/TRIO) SSS website.
HONORS PROGRAM

Texas A&M University-Texarkana’s Honors Program is an enhanced and supportive learning environment for students moved to pursue an education beyond typical course requirements.

Mission Statement
The mission of the Texas A&M-Texarkana Honors Program is to provide a community of exemplary scholars an enhanced and supportive learning environment responsible to the educational needs of both traditional and nontraditional students who are moved to pursue their education beyond typical course requirements. Honors students will have the opportunity to engage in interdisciplinary activities including Honors colloquia and seminars, increased opportunities for undergraduate research/creative activity, service learning and leadership opportunities, and participate in all Honors Program co-curricular activities.

Honors Opportunities and Perks
• Working one-on-one with A&M-Texarkana faculty in and out of the classroom
• Undergraduate research/creative activities
• Participation in interdisciplinary activities such as the Honors Colloquium Series and seminars
• Ability to serve on the Honors Student Leadership Council
• The Honors Student Showcase provides an opportunity for students to present original research or projects completed during the semester
• Invitation to private luncheons with faculty and administration at A&M-Texarkana
• Enhanced library privileges
• Opportunity for certification as Tutor and/or Academic Coach

Admission to the Honors Program
All requirements are benchmarks, not cutoffs.

Four year students:
• Completed Honors Program Application
• Official Transcript on file, if already in college
• Letter of interest and commitment

Transfer students:
• Completed Honors Program application
• 3.25 GPA
• Official Transcript on file, if already in college
• Letter of interest and commitment

Application Procedures
To receive an application packet, information about A&M-Texarkana, and/or the upcoming semester, please visit the Honors Program (http://www.tamut.edu/Academics/Colleges-and-Departments/Honors-Program) website.

Program Requirements
The University Honors Program is designed to work with every major at A&M-Texarkana. In addition to the curricular expectations outlined below, Honors students must participate in at least one Honors colloquium, activity or event each semester.

Lower Division Requirements:
Freshmen students are required to take the Honors section of IS 1100 in their first semester. Students will also take HUMA 1301; these courses should count towards the core requirements and will ideally be done during the student’s first year. Students will also complete one Honors add-on project with a full-time faculty member of their choice, with the advisement of the Honors Director.

Upper-division Requirements:
Students usually take HONR 345 in the fall of their junior (or initial fall semester for transfer students).

In addition to the required courses, students must complete an additional three add-on projects, usually with faculty in the student’s major.

With the exception of required courses- IS 1100 and HONR 345- honors credit is non-academic credit and is not reflected on the student’s official transcript.
Honors Curriculum: 
Required coursework and projects 
Freshmen students (four year students) complete 4 projects and required courses.

Year 1 and 2:
- HUMA 1301 Intro to Humanities and IS 1100 University Foundations.
- 1 Honors project

Year 3 and 4:
- HONR 345 Advanced Academic Argument (only offered in Fall semesters)
- 3 Honors approved upper-level add-on projects

Transfer students with two years or less remaining complete 3 Honors approved upper-level add-on projects
- HONR 345 (only offered in Fall semesters)
- 3 Honors approved upper-level add-on projects

Colloquia
The Honors Program provides several opportunities throughout the semester to attend colloquia and presentations designed to provide an engaging and enriched university experience. Presenters include university faculty, guest experts and professionals, and Honors Program students from across the disciplines. These presentations are open to all university students, staff and faculty, and the general public.

Honors Program students must attend at least one Honors colloquium, activity or event each semester.

Community Engagement
Service to the community is an important aspect of being a member of the Honors Program. Honors students are encouraged to be active participants in the university and broader community. The Honors program will facilitate community engagement opportunities.

Contact Information

Dr. Craig Nakashian
Director, Academic Honors Program
Email: craig.nakashian@tamut.edu
Phone:903-223-3136

Ms. Bonnie Johnson
Administrative Assistant
Email:bonnie.johnson@tamut.edu
Phone: 903-334-3632
(honors@tamut.edu)

General Program Information
Email: honors@tamut.edu
PRE-PROFESSIONAL STUDIES

Texas A&M University-Texarkana offers students the opportunity to prepare for careers in professional programs such as medical school or law school. The pre-medicine, pre-dentistry, pre-veterinary, pre-health sciences, and pre-law programs provide experienced guidance and the right combination of skills, knowledge, and experience that the student will need for future professional studies and careers. Competition for admission to professional schools is intense. Having a Pre-Medical, Pre-Health Sciences, or Pre-Law concentration with the degree, coupled with the advice and guidance from a Pre-Professional Advisory Committee of professors and professionals, ensures that the student has the opportunity to meet all the requirements for application to medical, other health-sciences professional, or law schools. Additionally, the university encourages students in the pre-professional studies programs to work with professors on undergraduate research programs, at medical facilities in the region, or as interns in government offices to provide the students with opportunities and experience that can give the student an added competitive edge.

Pre-Law Program of Study

An undergraduate degree in any Liberal Arts discipline may prepare a student for post-graduate work in law school. Students heading for law school have found that the political science program helps them prepare for law school. Recent graduates have been accepted to prestigious law schools.

Preparing for Law School at Texas A&M University-Texarkana

You are encouraged to major in whatever discipline you find most interesting and take law-related political science courses. In order to prepare for law school, you should focus on developing good writing, communication, and critical thinking skills. Take courses and participate in activities that enhance these skills.

You should excel academically, because admission to law school is competitive. You should take courses that require written assignments. Along with political science, taking courses in criminal justice, English, history, math, and science will help you acquire valuable communication, problem solving, logical reasoning, and writing skills.

In addition to pursuing a rigorous course of study, taking law-related courses, participating in law-related internships, becoming involved in extracurricular activities—including the Political Science Club—and participating in LSAT practice sessions can help to ensure a competitive edge for admission to law school.

Law-Related Courses in Political Science

The Political Science program regularly offers several law-related courses, including:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>GOVT 2301</td>
<td>American Government I: Federal &amp; Texas Constitutions</td>
<td>3</td>
</tr>
<tr>
<td>GOVT 2302</td>
<td>American Government II: Federal &amp; Texas Political Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 300</td>
<td>Introduction to Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 320</td>
<td>Introduction to Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 410</td>
<td>American Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 426</td>
<td>Civil Rights and Civil Liberties</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 427</td>
<td>Public Law (EL)</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 490</td>
<td>Political Science Internship (EL)</td>
<td>3-6</td>
</tr>
</tbody>
</table>

1 By becoming involved in an internship, you can learn valuable life skills that will prepare you for law school and provide contacts that will support and mentor you through recommendations, advisement, and letters of reference.

Political Science Club

Your participation in A&M-Texarkana’s Political Science Club will also help you prepare for law school. Students in the club coordinate attorney-led LSAT preparation seminars, visit law schools, meet new friends, and have fun. The Political Science Club also hosts public talks and round-table discussions by legal professionals, and shows films related to the legal practice.

The LSAT

Your LSAT score is an important part of your successful admission to law school. The Law School Admissions Test (LSAT) is a standardized test administered by the Law School Admissions Council (LSAC). The Law School Admissions Council administers the LSAT four times a year. Students typically take the LSAT toward the end of their junior year of college or during the summer before their senior year. The exam lasts half a day and is comprised of multiple-choice questions covering critical reading, analytical reasoning, and logic. Scores range from 120–180. The A&M-Texarkana political science department provides LSAT test preparation assistance.

Applying for Law School

You should check with specific law schools for application deadlines and required application materials. Most law schools require that applicants use the Law School Admissions Council’s Credential Assembly Service (CAS). Before applying to law school, you should open an account with the
Credential Assembly Service. You will submit your university transcripts and LSAT scores to the CAS. You will ask your recommenders to write letters and to send them to LSAC or to the law schools to which you will apply, as specified by each institution. CAS provides a “Letter of Recommendation Form” that you should give to your recommenders to fill out.

Pre-Health

Pre-Medical, Pre-Pharmacy, Pre-Dental, Pre-Veterinary and Pre-Health Sciences Studies at A&M-Texarkana

Competition for admission to medical school or any professional health sciences school is high. Having a pre-health concentration with your major program of study, coupled with the advice and guidance from a pre-health advisory committee of professors and medical practitioners, ensures that you have the opportunity to meet all the requirements for application to medical, pharmacy, dental, PA, PT, veterinary, and other health sciences professional schools. In addition, A&M-Texarkana’s academic majors; pre-health science courses in the College of Arts, Sciences, and Education (CASE); and the prospect of working with professors on undergraduate research programs or at medical facilities in the region can give you that added competitive edge.

Program Details

This program provides experienced guidance and the right combination of skills and knowledge—experience that you will need for future professional studies and careers in the health sciences.

A&M-Texarkana offers all the prerequisite courses for medical, pharmacy, dental, physician assistant, and physical therapy schools. Need-based prerequisite courses for veterinary schools are also offered. If you major in one of the disciplines within CASE, you can fit these courses into your normal degree and major requirements. If you are interested in majoring in engineering, business, or the social sciences, you can still complete these admission requirements by careful selection of your elective courses. In fact, most medical schools encourage students interested in a medical career to pursue a broad undergraduate study in the humanities and social sciences as well as the sciences. And as new areas in technology emerge, a functional understanding of engineering and technology is becoming a more important component of the background you can get at A&M – Texarkana.

The basic requirements for most medical, pharmacy, dental, and physical therapy schools as well as other health sciences professional schools are:

• General Biology with laboratory (2 semesters, 8 semester credit hours, should be taken in college)
• General Chemistry with laboratory (2 semesters, 8 semester credit hours, should be taken in college)
• Organic Chemistry with laboratory (2 semesters, 8 semester credit hours)
• College/University Physics with laboratory (2 semesters, 8 semester credit hours)
• Calculus (2 semesters, 6 – 8 semester credit hours)
• English, Humanities, Social and Behavioral Sciences (at least 24 semester credit hours, with a minimum of 6 semester credit hours in English)

However, a number of medical, pharmacy, dental, physical therapy, and veterinary schools may also require a semester of biochemistry, human anatomy and/physiology, and microbiology, cell and molecular biology, and/or advanced vertebrate biology. To expect to be competitive for admission to many medical/health sciences schools you should expect to maintain a “B” or better average in all these core courses. Some pharmacy schools require one semester of economics (micro/macro) and/or accounting.

Medical

The national standardized Medical College Admission Test (MCAT) is required by almost all medical schools. This test emphasizes facility in scientific problem solving, critical analysis and reasoning skills, and a strong mastery of basic biology, chemistry, and physics concepts.

Recent accepted applicants to Texas medical schools had an average GPA of 3.78/4.00 and MCAT score of 29.9/45 (old MCAT) and 507.2/528 (new MCAT). Nationally the acceptance rate has been around 44% of all applicants, with 26% of those as re-applicants.

Since spring 2015, a new section, physiological and social behavior, was added to the MCAT test.

Dental

The general requirements for dental schools admission are similar to those for medical schools except that they require the Dental Admissions Test (DAT) and the Perceptual Ability Test (PAT). Recent accepted applicants to Texas dental schools had average GPAs of 3.51-3.74/4.0; an average DAT score of 19.5/30; and an average PAT score of 17.8.

Veterinary

Veterinary schools look at a number of different criteria in considering an applicant. A strong and focused GPA and competitive scores on the Graduate Record Exam (GRE) are important factors for admissions. However, it is essential to demonstrate a genuine familiarity and interest in the profession as confirmed through documented exposure to practice, research, or other areas of veterinary medicine. Acceptance rate is generally about one-half that for medical schools

Physical and Occupational Therapy

Physical and occupational therapy schools offer a wide variety of professional training and career opportunities. For example, athletic training, physical therapy, occupational therapy, molecular pathology, communication science and disorders, rehabilitation counseling, rehabilitation sciences,
audiology, clinical laboratory science, clinical practice management, speech-language pathology, and physician assistant represent some of the many careers available to those interested in the health sciences. Admission requirements are similar to those for medical schools, but require the GRE, rather than the MCAT, and often require additional coursework in anatomy & physiology, psychology and/or statistics. Recent successful applicants to Texas schools had an average GPA between 3.0 – 3.6/4.0 and an average GRE score of 1162(527 verbal). Acceptance rates vary depending on programs, but most are similar to those for medical schools.

Volunteer/Work Experience
In addition to demonstrating a high level of scholastic achievement and intellectual potential, all health profession schools look for significant and documented participation in volunteer or employment in health care activities, letters of recommendation from the institution’s pre-health sciences advisory committee and individuals with whom the candidate has had course work, experience in research, medical profession involvement, etc., as well as, information on extracurricular activities, and a strong personal statement supporting their interest in medicine, dentistry, veterinary medicine, etc..

It should be noted that most medical schools will not accept College-Level Examination Program (CLEP) credits based on “life” experience to fulfill any of the premedical course requirements. Preparation at foreign universities, in most cases, must be supplemented by at least a year or more of course work at an accredited institution in the United States, and candidates must be proficient in both spoken and written English. Specific entrance requirements for medical schools are listed in Medical School Admission Requirements: United States and Canada.

Pre-Health Contact
If you have any further questions about our Pre-Health Program, please contact Dr. Nurul Alam, Professor of Biology in the College of Arts, Sciences, and Education (CASE); Office: SCIT 318E; Tel: 903-334-6671, E-mail-nurul.alam@tamut.edu.

JAMP at Texas A&M University-Texarkana
The Joint Admission Medical Program (JAMP) is a special program created in 2003 by the Texas Legislature to support and encourage highly qualified, economically disadvantaged Texas resident students pursuing a medical education. Funded through the Texas Higher Education Coordinating Board, JAMP is a unique partnership between all nine Texas medical schools and sixty-seven public and private four-year undergraduate institutions in Texas. The current Legislature set aside 10% of the medical schools’ entering class for the JAMP students. In 2013, A&M-Texarkana signed an agreement with the JAMP council and accepting students for the program. As of fall 2017, two A&M-Texarkana students have been selected for the program.

Benefits
- Guaranteed admission to a Texas medical school if all program requirements are met.
- Financial support through undergraduate and graduate scholarships and summer stipends.
- Supplemental tutoring, mentoring, and computer support.
- Mentoring and personal assistance to prepare for medical school.
- Hands-on experience through summer internships.

Qualifications
- Graduate from high school or home-schooled program.
- Take the SAT or ACT and earn a score not less than the mean of the state of Texas.
- Enter to an institution of higher education not later than the first fall semester following graduation from high school or a home-schooled program.
- Complete 27 semester hours in the first year of college after graduation from high school at an institution of higher education.
- Be enrolled full-time at Texas A&M-Texarkana (or any other participating university) at the time of application to the program.
- Provide documentation and history as an economically disadvantaged applicant.
- Be an American citizen or US permanent resident.
- Be a Texas resident for the purpose of tuition under subchapter B, Chapter 54 of the Texas Education Code.

JAMP Contact
If you have any further questions about the JAMP program, please contact Dr. Nurul Alam, Professor of Biology in the College of Arts, Sciences, and Education (CASE), Office: SCIT 318E; Tel: 903-334-6671; E-mail-nurul.alam@tamut.edu
"Education is not the filling of a pail, but the lighting of a fire." —W.B. Yeats

Since ancient times, a liberal education has been a proven way for people to better their lives. The idea would not have lasted if it hadn't worked. Study of the liberal arts and sciences will provide you with a mastery of letter and number that will make you smarter and prepare you to lead others and to prosper in a constantly changing environment. In other words, a degree in the liberal arts and sciences won't just help you to land a job—it will empower you to discover a calling in life, to develop a greater capacity to think from various perspectives, to make connections, to articulate your point-of-view, to better appreciate the natural world, and to cultivate a sense of ethical responsibility. In what world are those not valuable qualities?

Mission Statement
We are a community of scholars who challenge each other to lives of inquiry.

Bachelors Degrees
- Applied Arts and Sciences (BAAS) (p. 121)
- Biology (BS) (p. 125)
- Biotechnology (BS) (p. 130)
- Chemistry (BS) (p. 133)
- Criminal Justice (BS) (p. 136)
- English (BA) (p. 142)
- English (BS) (p. 143)
- General Studies (BGS) (p. 144)
- History (BA) (p. 149)
- History (BS) (p. 150)
- Kinesiology (BS) (p. 151)
- Mass Communication (BS) (p. 154)
- Nursing, Traditional Track (BSN) (p. 159)
- Nursing, RN to BSN Track (BSN) (p. 163)
- Political Science (BS) (p. 166)
- Psychology (BA) (p. 173)
- Psychology (BS) (p. 174)
- Sociology (BS) (p. 175)
- Teacher Certifications (p. 178)
## Minors

A minor requires a minimum of 18 SCH in a discipline, with the exception of the interdisciplinary-studies minor that requires hours from more than one discipline.

### Biology

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>BIOL 1306</td>
<td>Biology for Science Majors I</td>
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<tr>
<td>BIOL 1106</td>
<td>Biology for Science Majors I Lab</td>
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<tr>
<td>BIOL 1307</td>
<td>Biology for Science Majors II</td>
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<td>BIOL 466</td>
<td>Evolutionary Biology</td>
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<td>9 SCH UD Biology Electives</td>
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### Biotechnology

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<tr>
<td>BTEC 1340</td>
<td>Quality Assurance and Quality Control in Biotechnology</td>
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<tr>
<td>BTEC 2431</td>
<td>Cell Culture Techniques</td>
<td>4</td>
</tr>
<tr>
<td>or BTEC 2441</td>
<td>Basic Molecular Biology Techniques</td>
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<tr>
<td>BTEC 310</td>
<td>Biotechnology Research Methods and Applications</td>
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<td>BTEC 490</td>
<td>Advanced Biotechnology</td>
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<td>Select 1 of the following:</td>
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<tr>
<td>BTEC 411</td>
<td>Protein Purification and Analysis</td>
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<tr>
<td>BTEC 440</td>
<td>Advanced Bioinformatics</td>
<td></td>
</tr>
<tr>
<td>BTEC 473</td>
<td>Fundamentals of DNA Forensics</td>
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### Chemistry

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<tbody>
<tr>
<td>CHEM 1311</td>
<td>General Chemistry I</td>
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<tr>
<td>CHEM 1111</td>
<td>General Chemistry I (Lab)</td>
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<tr>
<td>CHEM 1312</td>
<td>General Chemistry II</td>
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<td>CHEM 1112</td>
<td>General Chemistry II (Lab)</td>
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<td>CHEM 2423</td>
<td>Organic Chemistry I</td>
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<tr>
<td>CHEM 2425</td>
<td>Organic Chemistry II</td>
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<td>CHEM 410</td>
<td>Biochemistry I</td>
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### Communication

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<tr>
<td>COMM 1311</td>
<td>Introduction to Communication Studies</td>
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<tr>
<td>COMM 1318</td>
<td>Interpersonal Communication</td>
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<tr>
<td>COMM 2335</td>
<td>Argumentation and Advocacy</td>
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<tr>
<td>or ENGL 2335</td>
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<td></td>
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<tr>
<td>COMM 320</td>
<td>Communication in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>COMM 325</td>
<td>Persuasive Communication</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 325</td>
<td></td>
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<tr>
<td>MCOM 350</td>
<td>Mass Communication Research Methods</td>
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<td>or COMM 350</td>
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### Criminal Justice

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<tbody>
<tr>
<td>CJ 320</td>
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<td>CJ 325</td>
<td>Crime and Delinquency</td>
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<tr>
<td>CJ 480</td>
<td>Criminological Theories</td>
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</table>

**Area I**

| CJ 315 | Law and Society                                      |       |
| CJ 340 | Criminal Law and Procedure                           |       |
| CJ 430 | Constitutional Issues: Rights of Accused and Convicted Offenders |       |
| CJ 485 | Seminar in Criminal Justice                          |       |

**Area II**

| CJ 310 | The Juvenile Justice System                         |       |
| CJ 330 | Institutional Corrections, Theory, and Practice     |       |
| CJ 360 | Probation, Parole, and Community Corrections        |       |
| CJ 380 | Ethnic and Cultural Diversity in America            |       |

3 courses in upper division Criminal Justice

Total Hours: 18

### Drama

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<tr>
<td>DRAM 1310</td>
<td>Introduction to Theatre</td>
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<tr>
<td>DRAM 1351</td>
<td>Acting I</td>
<td>3</td>
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<tr>
<td>DRAM 310</td>
<td>Myths, Mysteries, and Murders</td>
<td>3</td>
</tr>
<tr>
<td>DRAM 311</td>
<td>Manners, Modernity, and Masochism</td>
<td>3</td>
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<tr>
<td>DRAM 335</td>
<td>Playwriting I</td>
<td>3</td>
</tr>
<tr>
<td>DRAM 450</td>
<td>Studies in Genre (Drama)</td>
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Total Hours: 18

### English

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<td>ENGL 1301</td>
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<tr>
<td>ENGL 1302</td>
<td>Composition II</td>
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<tr>
<td>ENG 450</td>
<td>Studies in Genre</td>
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Select one of the following: 3

| ENGL 2326 | American Literature                                       |       |
| ENGL 2321 | British Literature                                        |       |
| ENGL 2331 | World Literature                                          |       |

Select two of the following: 6

| ENG 442  | Advanced American Literature                              |       |
| ENG 472  | Advanced British Literature                               |       |
| ENG 445  | Advanced World Literature                                 |       |

Total Hours: 18

### Environmental Science

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<tr>
<td>BIOL 2406</td>
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<tr>
<td>BIOL 307</td>
<td>General Ecology</td>
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<tr>
<td>BIOL 450</td>
<td>Limnology</td>
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<tr>
<td>BIOL 421</td>
<td>Endangered Ecosystems</td>
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<td>CHEM 405</td>
<td>Environmental Chemistry</td>
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<tr>
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<tr>
<td>BIOL 420</td>
<td>Global Change (EL) ¹</td>
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<tr>
<td>or CJ 497</td>
<td>Special Topics</td>
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¹ CJ 497 Special Topic must be Environmental Justice

**Gender Studies**

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<thead>
<tr>
<th>Code</th>
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<tr>
<td>CJ 350</td>
<td>Types of Crime</td>
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<td>ENG 430</td>
<td>Studies in Women's Literature</td>
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<tr>
<td>HIST 416</td>
<td>Sex, Swords, &amp; Sorcery: The Medieval World in Anglo-American Film</td>
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<td>HIST 419</td>
<td>American Social and Intellectual History</td>
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<tr>
<td>HONR 345</td>
<td>Advanced Academic Argument Seminar/Continental Philosophy</td>
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<td>PSCI 305</td>
<td>Introduction to Political Ideologies</td>
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<td>PSCI 410</td>
<td>American Political Theory</td>
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<td>PSCI 426</td>
<td>Civil Rights and Civil Liberties</td>
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<tr>
<td>PSCI 450</td>
<td>Politics and Gender</td>
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<tr>
<td>PSY 320</td>
<td>Psychology of Interpersonal Interaction</td>
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<tr>
<td>PSY 445</td>
<td>Human Sexual Behavior</td>
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<tr>
<td>SOCI 2301</td>
<td>Marriage and Family</td>
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**History**

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<tbody>
<tr>
<td>HIST 1301</td>
<td>United States History I</td>
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</tr>
<tr>
<td>HIST 1302</td>
<td>United States History II</td>
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<tr>
<td>Upper-division History Electives</td>
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**Interdisciplinary Studies**

<table>
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<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>Lower-division courses outside major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division courses outside major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

**International Studies**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>College-level Foreign Language</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Select twelve sch from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 450</td>
<td>Studies in Genre</td>
<td></td>
</tr>
<tr>
<td>ENG 472</td>
<td>Advanced British Literature</td>
<td></td>
</tr>
<tr>
<td>HIST 451</td>
<td>Modern Latin America</td>
<td></td>
</tr>
<tr>
<td>HIST 454</td>
<td>The Culture and History of Mexico</td>
<td></td>
</tr>
<tr>
<td>HIST 352</td>
<td>Europe, 1920 to the Present</td>
<td></td>
</tr>
<tr>
<td>HIST 470</td>
<td>Twentieth Century Asia</td>
<td></td>
</tr>
<tr>
<td>PSCI 340</td>
<td>Introduction to Comparative Politics</td>
<td></td>
</tr>
<tr>
<td>PSCI 350</td>
<td>Introduction to International Relations</td>
<td></td>
</tr>
<tr>
<td>PSCI 442</td>
<td>Disputes in International Relations</td>
<td></td>
</tr>
<tr>
<td>SOC 385</td>
<td>Globalization and Social Change</td>
<td></td>
</tr>
<tr>
<td>SOC 485</td>
<td>Religion and Society</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>
Any foreign-language of 3 SCH with an international travel component, in addition to the 6 SCH foreign-language requirement.

### Kinesiology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2401</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2402</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
</tbody>
</table>

Choose 4 courses from the list below:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 331</td>
<td>Motor Development</td>
<td></td>
</tr>
<tr>
<td>KINE 334</td>
<td>Test and Measurement in Kinesiology</td>
<td></td>
</tr>
<tr>
<td>KINE 343</td>
<td>Exercise Physiology</td>
<td></td>
</tr>
<tr>
<td>KINE 1354</td>
<td>Concepts of Physical Activity</td>
<td></td>
</tr>
<tr>
<td>KINE 432</td>
<td>Kinesiology and Biomechanics</td>
<td></td>
</tr>
<tr>
<td>KINE 436</td>
<td>Motor Skills for Special Populations</td>
<td></td>
</tr>
<tr>
<td>KINE 443</td>
<td>Exercise Testing and Prescription</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours**: 20

### Leadership

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD 305</td>
<td>Introduction to Leadership: Concepts and Practices</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 310</td>
<td>Leadership Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 400</td>
<td>Leadership and Gender Issues</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 415</td>
<td>Organization Development and Change</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 420</td>
<td>Community Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

**Leadership Elective**: 3

**Total Hours**: 20

### Mass Communication

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 1307</td>
<td>Introduction to Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>Sophomore Level Mass-Communication course (2000 course number)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 305</td>
<td>Media Law and Ethics</td>
<td></td>
</tr>
<tr>
<td>MCOM 300</td>
<td>Mass Communication Theory</td>
<td></td>
</tr>
<tr>
<td>MCOM 350</td>
<td>Mass Communication Research Methods</td>
<td></td>
</tr>
</tbody>
</table>

Upper Division Mass-Communication elective courses 6

**Mass Communication Elective (upper division or lower division)** 3

**Total Hours**: 18

### Political Science

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOVT 2301</td>
<td>American Government I: Federal &amp; Texas Constitutions</td>
<td>3</td>
</tr>
<tr>
<td>GOVT 2302</td>
<td>American Government II: Federal &amp; Texas Political Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

**Upper-division Political Science Electives**: 12

**Total Hours**: 18

### Pre-Health (available for Biology Majors only)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1342</td>
<td>Elementary Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 2401</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2402</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 311</td>
<td>General Microbiology</td>
<td>4</td>
</tr>
</tbody>
</table>

Select 1 of the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 335</td>
<td>Medical Terminology</td>
<td>3-4</td>
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</tbody>
</table>

**Total Hours**: 18
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCI 346</td>
<td>Wellness and Holistic Health Practices</td>
<td></td>
</tr>
<tr>
<td>HSCI 347</td>
<td>Foundations of Health Care Ethics</td>
<td></td>
</tr>
<tr>
<td>CHEM 410</td>
<td>Biochemistry I</td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>18-19</strong></td>
</tr>
</tbody>
</table>

### Psychology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 2301</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2314</td>
<td>Lifespan Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 316</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 317</td>
<td>Psychology of Personality</td>
<td>3</td>
</tr>
<tr>
<td>or PSY 350</td>
<td>Learning and Behavior</td>
<td></td>
</tr>
<tr>
<td>PSY 426</td>
<td>Introduction to Clinical and Counseling Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psychology Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

### Social Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 2301</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 1303</td>
<td>World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 413</td>
<td>Cultural Geography</td>
<td>3</td>
</tr>
<tr>
<td>GOVT 2301</td>
<td>American Government I: Federal &amp; Texas Constitutions</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 340</td>
<td>Introduction to Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>or PSCI 350</td>
<td>Introduction to International Relations</td>
<td></td>
</tr>
<tr>
<td>PSCI 427</td>
<td>Public Law (EL)</td>
<td>3</td>
</tr>
<tr>
<td>or PSCI 428</td>
<td>Intergovernmental Politics</td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

### Social Work

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 2350</td>
<td>Introduction to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 360</td>
<td>Working with Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 365</td>
<td>Social Work Practice with Individuals and Families</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 370</td>
<td>Social Welfare Policy</td>
<td>3</td>
</tr>
<tr>
<td>SOC 495</td>
<td>Sociology Internship</td>
<td>3</td>
</tr>
<tr>
<td>3sch Upper Division Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

### Sociology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 1301</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 320</td>
<td>Deviance and Deviant Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SOC 323</td>
<td>Social Stratification</td>
<td>3</td>
</tr>
<tr>
<td>SOC 380</td>
<td>Ethnic and Cultural Diversity in America</td>
<td>3</td>
</tr>
<tr>
<td>SOC 485</td>
<td>Religion and Society</td>
<td>3</td>
</tr>
<tr>
<td>Upper-division approved Sociology elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>18</strong></td>
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</tbody>
</table>

### Spanish

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 1311</td>
<td>Beginning Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 1312</td>
<td>Beginning Spanish II</td>
<td>3</td>
</tr>
</tbody>
</table>
SPAN 2311  Intermediate Spanish I  3
SPAN 2312  Intermediate Spanish II  3

Required Upper Division Language Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 303</td>
<td>Spanish Composition and Conversation 1</td>
<td>3</td>
</tr>
<tr>
<td>or SPAN 497</td>
<td>Special Topics</td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary Course Requirements

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 450</td>
<td>Latin America-The Colonial Era</td>
</tr>
<tr>
<td>HIST 451</td>
<td>Modern Latin America</td>
</tr>
<tr>
<td>HIST 454</td>
<td>The Culture and History of Mexico</td>
</tr>
</tbody>
</table>

The minor advisor may approve the substitution of other courses, which have Latin America as their primary focus.

Total Hours  18

1 Prior to enrolling in Spanish courses, students must complete the following:
   - Pass a Spanish Proficiency Exam at a level of 300
   - Complete an oral interview with the Spanish instructor
   - Receive permission from the Spanish instructor to enroll in course

Writing Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 2340</td>
<td>Writing Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2351</td>
<td>Introduction to Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 2310</td>
<td>Media Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 3 of the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 340</td>
<td>Advanced Expository Writing (EL)</td>
<td></td>
</tr>
<tr>
<td>ENG 345</td>
<td>Advanced Composition for Educators</td>
<td></td>
</tr>
<tr>
<td>ENG 350</td>
<td>Technical Writing (EL)</td>
<td></td>
</tr>
<tr>
<td>ENG 424</td>
<td>History and Grammar of the English Language</td>
<td></td>
</tr>
<tr>
<td>ENG 497</td>
<td>Special Topics</td>
<td></td>
</tr>
<tr>
<td>MCOM 410</td>
<td>Feature Writing</td>
<td></td>
</tr>
<tr>
<td>MCOM 415</td>
<td>News Analysis and Opinion Writing</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours  18

Masters Degrees

- Adult and Higher Education (MS) (p. 287)
- Communication (MA) (p. 290)
- Counseling (MS) (p. 293)
  - School Counselor Certification (p. 293)
  - Clinical Mental Health Counseling (p. 296)
- Curriculum and Instruction (MS) (p. 300)
  - ESL Education (p. 303)
  - Master Mathematics-Teacher (MMT) Certification (p. 305)
  - Professional Educational Diagnostician (p. 307)
  - Reading-Specialist Certification (p. 308)
  - Special Education (p. 310)
  - Teacher Certification (p. 312)
- Education Administration; Principal Certification (MEd) (p. 314)
- English (MA) (p. 316)
- History (MS) (p. 318)
- Instructional Technology (MS) (p. 320)
  - Instructional Technology (MS with Master Technology-Teacher Certification) (p. 322)
- Interdisciplinary Studies (MS) (p. 324)
  - Teacher Education Concentration (p. 337)
• Nursing Administration (MSN) (p. 339)
• Psychology (MS) (p. 342)

Certifications
• Alternative Certification Program (ACP) (p. 285)
• Teacher Certifications (p. 178)
  • Biology 4-8 Science Certification (p. 179)
  • Biology 7-12 Composite Science Certification (p. 185)
  • Biology 7-12 Life Sciences Certification (p. 191)
  • Chemistry 7-12 Chemistry Certification (p. 197)
  • English 4-8 English, Lang. Arts, Reading Certification (p. 201)
  • English 7-12 English, Lang. Arts, Reading Certification (p. 206)
  • History 7-12 History Certification (p. 211)
  • History 4-8 Social Studies Certification (p. 215)
  • History 7-12 Social Studies Certification (p. 220)
  • Interdisciplinary Studies EC-6 Core Subjects (catalog.tamut.edu/arts-sciences-education/teacher-certifications/ec-6-core-subjects)
  • Kinesiology Physical Education EC-12 (p. 225)
  • Mathematics 4-8 Mathematics Certification (p. 229)
  • Mathematics 7-12 Mathematics Certification (p. 235)
• Teacher Preparation Program (p. 178)
• Superintendent Certification (p. 348)

Doctoral Degrees
• Education Leadership (p. 371)

Applied Arts And Sciences (BAAS)

OVERVIEW OF PROGRAM
The Bachelor of Applied Arts and Sciences (BAAS) is a nationally recognized program designed for highly skilled adults seeking a bachelor’s degree. The 120-hour degree provides an expedited path to degree completion by recognizing and credentialing personal learning acquired outside the classroom. The process through which personal learning articulates to college credit is called Prior Learning Assessment (PLA), and the learning assessed is the type people acquire in their work, military service, technical degree programs, and/or other professional development programs and opportunities.

In addition to an expedited path to degree completion, the BAAS degree offers an opportunity to strengthen professional knowledge and skills within a chosen field of practice. Areas of study include:

• Behavioral Sciences
• Computer Technology
• Criminal Justice
• English
• Instructional Technology (online program)
• Liberal Arts
• Mass Communications
• Organizational Leadership (online program)
• Political Science
• Sociology

PREREQUISITES FOR PROGRAM ADMISSION
• A minimum of 5 years post-secondary work experience that can be documented and/or an earned AAS/AAA/AAT from a regionally accredited institution.
• Completion of ENGL 1301 and 1302 (or equivalent) with a grade of C or higher

One of the Nation's
"Twelve Most Innovative Colleges for Adult Learners"
Washington Monthly, 2017

"Texas A&M Texarkana Illustrates Best Practices in PLA"
The Journal of Continuing Higher Education, 2017

Bachelor of Applied Arts and Sciences (BAAS)
Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Major Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BAAS Core Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All Courses in Major must be completed with a grade of “C” or better unless otherwise noted</td>
<td></td>
</tr>
<tr>
<td>AAS 305</td>
<td>The Adult Learner and Self-Development</td>
<td>3</td>
</tr>
<tr>
<td>ENG 340</td>
<td>Advanced Expository Writing (EL)</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 350</td>
<td>Technical Writing (EL)</td>
<td></td>
</tr>
<tr>
<td>AAS 395</td>
<td>Inductive Learning: Prior Learning Assessment Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>ITED 350</td>
<td>Technology and Digital Literacy</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 415</td>
<td>Organization Development and Change</td>
<td>3</td>
</tr>
<tr>
<td>AAS 490</td>
<td>Deductive Learning: Self-development in Professional Contexts</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Upper Division Prior Learning Assessment Credit and/or Program approved Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Professional Development Complement</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>All Courses in Complement must be completed with a grade of “C” or better</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives: including transfer credit, Prior Learning Assessment Credit and/or electives (As needed to meet minimum degree requirements including 45 SCH of upper division coursework)</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Minimum Hours for Degree</td>
<td>120</td>
</tr>
</tbody>
</table>

1 Prerequisites: ENGL 1301 and ENGL 1302 with a “C” or higher
2 Prerequisite: AAS 305 and ENG 340 or ENG 350 with a “C” or higher
3 Final Semester/Prerequisites: Final Semester and AAS 395 with a “C” or higher

Note: A minimum of 45 upper division hours are required for this degree. Resident credit totaling 25% of the hours is required for the degree.

Bachelor of Applied Arts & Sciences (BAAS) Complements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All courses in Complements must be completed with a grade of “C” or better</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behavioral Sciences Complement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A minimum of 18 upper-division semester credit hours from Criminal Justice, Psychology, and/or Sociology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer Technology Complement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A minimum of 18 upper-division semester credit hours approved by the BAAS Coordinator from the following courses:</td>
<td></td>
</tr>
<tr>
<td>CS 310</td>
<td>Analysis of Algorithms</td>
<td></td>
</tr>
<tr>
<td>CS 367</td>
<td>Software Engineering</td>
<td></td>
</tr>
<tr>
<td>CS 410</td>
<td>Operating Systems</td>
<td></td>
</tr>
<tr>
<td>CS 420</td>
<td>Computer Networks</td>
<td></td>
</tr>
<tr>
<td>MIS 308</td>
<td>Project Management</td>
<td></td>
</tr>
<tr>
<td>MIS 360</td>
<td>Essentials of Management Information Systems</td>
<td></td>
</tr>
<tr>
<td>ITED 315</td>
<td>Introduction to Instructional Technology</td>
<td></td>
</tr>
<tr>
<td>ITED 350</td>
<td>Technology and Digital Literacy</td>
<td></td>
</tr>
<tr>
<td>ITED 426</td>
<td>Instructional Video Development</td>
<td></td>
</tr>
<tr>
<td>ITED 450</td>
<td>Website Design and ePortfolio Development</td>
<td></td>
</tr>
<tr>
<td>ITED 460</td>
<td>Introduction to Web-Based Instructional Content Development</td>
<td></td>
</tr>
<tr>
<td>ITED 480</td>
<td>Management and Development of Instructional Technology Projects</td>
<td></td>
</tr>
</tbody>
</table>
Other courses at 300/400 level may be substituted with advisor approval, with a limitation of 9 semester credit hours in Management Information Systems (MIS).

**Criminal Justice Complement**

A minimum of 18 upper-division semester credit hours from Criminal Justice

**English Complement**

A minimum of 18 upper-division semester credit hours from English

**Instructional Technology Complement**

A minimum of 18 upper-division semester credit hours from Instructional Technology

**Liberal Arts Complement**

A minimum of 18 upper-division semester credit hours from the following:

- Criminal Justice
- Education (up to 12sch)\(^9\)
- English
- Fine Arts (Art, Drama, Music)
- Geography
- History
- Instructional Technology
- Interdisciplinary Studies
- Journalism
- Leadership
- Mass Communications
- Math
- Political Science
- Psychology
- Science\(^{10}\)
- Sociology
- Spanish

**Mass Communications Complement**

A minimum of 18 upper-division semester credit hours as listed:

**Initial Courses**

- MCOM 300  Mass Communication Theory
- MCOM 491  Research in Mass Communication

**Subsequent to MCOM 300 and MCOM 491**:

- MCOM 420  Advanced Photojournalism
- MCOM 430  Public Relations Campaigns
- MCOM 418  Concepts in Classical Film
- MCOM 419  Popular Culture and Mass Communication
- MCOM 310  Advanced News Writing and Reporting
- MCOM 417  Advanced Video Production

**Organizational Leadership Complement**

A minimum of 18 upper-division semester credit hours as listed:

- LEAD 305  Introduction to Leadership: Concepts and Practices
- LEAD 310  Leadership Theory and Practice
- LEAD 420  Community Leadership

Additional 9 hours from the following:

- Up to 9 upper-division semester credit hours in LEAD electives
- Up to 9 upper-division semester credit hours from College of Business
- Upper-division PSCI elective

**Political Science Complement**

A minimum of 18 upper-division semester credit hours from Political Science

**Sociology Complement**

A minimum of 18 Upper-division semester credit hours from Sociology
Note: Bachelor's degree graduation requirements include these minimums: 36 upper-division hours and resident credit totaling 25% of the hours required for the degree

**Undergraduate Courses in Applied Arts and Sciences**

**AAS 1100. University Foundations for Adult Learners. 1 Hour.**
University Foundations for Adult Learners serves as an introduction to higher education and is designed to assist BAAS students become engaged members of the A&M-Texarkana academic community. This course assists students in acquiring essential academic success skills and developing a better understanding of learning processes. Focus is placed on the benefits of higher education and the expectations and values of the university. Students will examine factors that underlie learning, success, and personal development in higher education. NOTE: This is required of all BAAS students meeting 2015-16 and subsequent catalog degree requirements. Prereq: ENGL 1301 & 1302 with a grade of C or better.

**AAS 1301. Prior Learning Assessment Theory and Practice. 3 Hours.**
This course is designed to assist students in identifying areas of learning that may be evaluated for college-level equivalency. The course guides students through the preparation and compilation of all components required for the evaluation of a portfolio of prior learning. Students use critical reflection skills to conceptualize the value of prior learning and its implications for future learning. Adult learning theory, models, and concepts are discussed and applied to case studies. Admission to course requires BAAS program admission and permission by BAAS Coordinator. Prerequisite: ENGL 1301 & ENGL 1302 with a grade of C or higher.

**AAS 301. Careers and Work-Life Integration. 3 Hours.**
This course examines evolving work-life issues with respect to contemporary organizations and the changing landscape of careers. Major topics will include new career models, career development strategies, the interrelationship of work and family, and career development over the lifespan. Students will conduct a rigorous self-assessment to clarify values, interests, skills and career goals and aspirations.

**AAS 305. The Adult Learner and Self-Development. 3 Hours.**
This course will provide a formal space to introduce adult learners to the theories of adult development and learning and allow them the opportunity to explore those theories in light of their own personal and professional development. The course will also introduce students to the importance of well-developed skill-sets that include critical thinking, problem-solving, effective communication, leadership, personal responsibility, and self-directed development. In addition, this course will house tutorials to help returning adults acclimate to higher education, specifically its environment and expectations.

**AAS 390. Psychology of Work. 3 Hours.**
AAS 390 assists students in analyzing effective occupational practices as they relate to adult learning theory. The course topics include a comparison of traditional and adult learning theories, self-directed learning, transformative learning, experiential learning, motivation, personality traits, communication, and how these areas of knowledge assist in developing career goals and effective workplace interaction. Prerequisite: ENG 340 or ENG 350 or ENG 345, and must be enrolled in the BAAS program.

**AAS 395. Inductive Learning: Prior Learning Assessment Theory and Practice. 3 Hours.**
This course is designed to lead students through the inductive learning process by assisting students in identifying specific learning events, reflecting upon those experiences, and then conceptualizing the prior learning within theoretical frameworks. Specific areas to explore include occupational-based communication and interpersonal skills, leadership, collaboration, problem-solving, and time-management. Utilizing Bloom’s Taxonomy and Kolb’s Experimental Learning Cycle, the course guides students through the preparation and compilation of all components required for the evaluation of a portfolio of prior learning for collegiate credit. Students use critical reflection skills to conceptualize the value of prior learning and its implications for future learning. Prerequisite: BAAS program admission and completion of ENGL 1301 and ENGL 1302 with a "C" or higher.

**AAS 489. Independent Study. 3 Hours.**
This course provides individual instruction. Students may repeat the course when topics vary.

**AAS 490. Deductive Learning: Self-development in Professional Contexts. 3 Hours.**
As the summative course of the BAAS program, this course leads students through the deductive learning process of applying theoretical knowledge to experiential settings. The course requires students to develop and present a research project based on an area of professional development within their field of practice. Students will conduct a truncated literature review over the selected topic within the context of a specified setting, collect and analyze data utilizing quantitative methods, and complete a digital and written report of research and findings. Prerequisite: AAS 390 and ENG 340 or ENG 350 with a grade of C or better, and senior status.

**ENG 340. Advanced Expository Writing (EL). 3 Hours.**
This course advances individual writing ability by focusing upon analytical and rhetorical strategies through various exercises and the production of compositions. This course integrates the principles of Experiential Learning and meets criteria for undergraduate research. Prerequisite: ENGL 1301 and ENGL 1302 with a grade of C or better.

**ENG 350. Technical Writing (EL). 3 Hours.**
This course emphasizes the principles of composition, document design, and rhetoric applied to primary genres within scientific, technical, and professional writing. This course integrates the principles of Experiential Learning and meets the criteria for undergraduate research. Prerequisite: ENGL 1301 and ENGL 1302 with a grade of C or better.
IS 1100. University Foundations. 1 Hour.
University Foundations serves as an introduction to higher education and is designed to assist first-year students become engaged members of the A&M-Texarkana academic community. This course assists students in acquiring essential academic success skills and developing a better understanding of learning processes. Focus is placed on the benefits of higher education and the expectations and values of the university. Students will examine factors that underlie learning, success, and personal development in higher education. No prerequisites. Required of all full-time year students new to the university, and students must successfully complete this course before enrolling in any upper division courses.

Faculty
Dr. Lisa Myers Instructor Email: lisa.myers@tamut.edu
Katheryn Hartshorn Instructor Email: katheryn.hartshorn@tamut.edu

Bachelor of Science-Biology

Biology is the science that seeks to understand life on every level, from a strong molecular foundation up through genes, cells, tissues, organisms and beyond, to the way organisms interact in an ecosystem. We study the living world - how it changes through the process of evolution, and how living things respond to the changing climate.

The Bachelor of Science in Biology degree offers concentrations in chemistry, environmental sciences, and pre-health sciences programs. A minor in Biology is also offered. Teaching certifications in Life Science (7-12) (p. 191), Composite Science (7-12) (p. 185) and Middle School Science (p. 179) are offered.

A&M-Texarkana Biology graduates can pursue advanced studies in biology, medicine, law, journalism, and business, while others may go on to hold positions in environmental science, instructional positions, industrial or governmental research labs, biochemistry, food science, or pharmaceuticals.

Degree Requirements

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Major Requirements</strong></td>
<td></td>
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<tr>
<td></td>
<td>General Education Requirements (p. 55)</td>
<td>42</td>
</tr>
<tr>
<td>BIOL 1306 &amp; BIOL 1106</td>
<td>Biology for Science Majors I and Biology for Science Majors I Lab ¹</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>NOTE: BIOL 1406 is an equivalent transfer course for BIOL 1306 &amp; BIOL 1106.</strong></td>
<td></td>
</tr>
<tr>
<td>BIOL 1307 &amp; BIOL 1107</td>
<td>Biology for Science Majors II and Biology for Science Majors II Lab ¹</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>NOTE: BIOL 1407 is an equivalent transfer course for BIOL 1307 and BIOL 1107.</strong></td>
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<tr>
<td></td>
<td><strong>Additional Courses in Major:</strong></td>
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</tr>
<tr>
<td>PHYS 1301 &amp; PHYS 1101</td>
<td>College Physics I and College Physics I Lab ¹</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>NOTE: PHYS 1401 is an equivalent transfer course for PHYS 1301 and PHYS 1101.</strong></td>
<td></td>
</tr>
<tr>
<td>PHYS 1302 &amp; PHYS 1102</td>
<td>College Physics II and College Physics II Lab ¹</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>NOTE: PHYS 1402 is an equivalent transfer course for PHYS 1302 and PHYS 1102.</strong></td>
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</tr>
<tr>
<td>BIOL 466</td>
<td>Evolutionary Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 481</td>
<td>Seminar in Biology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2413</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Select 30 semester credit hours of Upper Division (300 &amp; 400 level) Approved Biology Electives</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td><strong>Minor</strong></td>
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</tr>
<tr>
<td></td>
<td>Minimum 18 sch from minors listed in catalog</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>LD/UD sch depends on minor chosen</td>
<td></td>
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<tr>
<td></td>
<td><strong>Other Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>CHEM 1311 &amp; CHEM 1111</td>
<td>General Chemistry I and General Chemistry I (Lab) ¹</td>
<td>4</td>
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<tr>
<td></td>
<td><strong>NOTE: CHEM 1411 is an equivalent transfer course for CHEM 1311 and CHEM 1111.</strong></td>
<td></td>
</tr>
<tr>
<td>CHEM 1312 &amp; CHEM 1112</td>
<td>General Chemistry II and General Chemistry II (Lab) ¹</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>NOTE: CHEM 1412 is an equivalent transfer course for CHEM 1312 and CHEM 1112.</strong></td>
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</tr>
<tr>
<td>CHEM 2423</td>
<td>Organic Chemistry I</td>
<td>4</td>
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</tbody>
</table>
NOTE: CHEM 2323 and CHEM 2123 combined are equivalent transfer courses for CHEM 2423.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 2425</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
</tbody>
</table>

NOTE: CHEM 2325 and CHEM 2125 combined are equivalent transfer courses for CHEM 2425.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 2425</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives (as needed to meet minimum degree requirements including 54 semester credit hours of upper division)

| Minimum Hours for Degree | 120 |

1 Satisfies Core Curriculum (General Education) Requirements

Note: A minimum of 54 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.

### Biology Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1306</td>
<td>Biology for Science Majors I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 1106</td>
<td>Biology for Science Majors I Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 1307</td>
<td>Biology for Science Majors II</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 466</td>
<td>Evolutionary Biology</td>
<td>3</td>
</tr>
<tr>
<td>9 SCH UD Biology Electives</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 19

### Biotechnology Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTEC 1340</td>
<td>Quality Assurance and Quality Control in Biotechnology</td>
<td>3</td>
</tr>
<tr>
<td>BTEC 310</td>
<td>Biotechnology Research Methods and Applications</td>
<td>4</td>
</tr>
<tr>
<td>BTEC 2431</td>
<td>Cell Culture Techniques</td>
<td>4</td>
</tr>
<tr>
<td>or BTEC 2441</td>
<td>Basic Molecular Biology Techniques</td>
<td>4</td>
</tr>
<tr>
<td>BTEC 490</td>
<td>Advanced Biotechnology</td>
<td>4</td>
</tr>
<tr>
<td>Select 1 of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BTEC 411</td>
<td>Protein Purification and Analysis</td>
<td>4</td>
</tr>
<tr>
<td>BTEC 440</td>
<td>Advanced Bioinformatics</td>
<td></td>
</tr>
<tr>
<td>BTEC 473</td>
<td>Fundamentals of DNA Forensics</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Hours 19

### Environmental Science Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2406</td>
<td>Environmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 307</td>
<td>General Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 450</td>
<td>Limnology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 421</td>
<td>Endangered Ecosystems</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 405</td>
<td>Environmental Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 420</td>
<td>Global Change (EL) 1</td>
<td>3</td>
</tr>
<tr>
<td>or CJ 497</td>
<td>Special Topics</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 19

1 CJ 497 Special Topic must be Environmental Justice

### Pre-Health Minor (available for Biology Majors only)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1342</td>
<td>Elementary Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 2401</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2402</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 311</td>
<td>General Microbiology</td>
<td>4</td>
</tr>
</tbody>
</table>

Select 1 of the following courses: 3-4
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>BIOL 335</td>
<td>Medical Terminology</td>
</tr>
<tr>
<td>HSCI 346</td>
<td>Wellness and Holistic Health Practices</td>
</tr>
<tr>
<td>HSCI 347</td>
<td>Foundations of Health Care Ethics</td>
</tr>
<tr>
<td>CHEM 410</td>
<td>Biochemistry I</td>
</tr>
</tbody>
</table>

**Total Hours** 18-19

**Teacher Certifications**
- Biology 4-8 Science Certification (p. 179)
- Biology 7-12 Composite Science Certification (p. 185)
- Biology 7-12 Life Sciences Certification (p. 191)

**Undergraduate Courses in Biology**

**BIOL 1106. Biology for Science Majors I Lab. 1 Hour.**
This course provides students with hands-on exploration in the biological sciences. Content includes the process of scientific inquiry, important concepts in biochemistry and genetics, and introduction to laboratory techniques. Corequisite: BIOL 1306.

**BIOL 1107. Biology for Science Majors II Lab. 1 Hour.**
This course provides students with hands-on exploration in the biological sciences. Content includes a survey of plants, animals, and microorganisms as well as studies of basic biological processes such as digestion, circulation, and nervous system function. Corequisite: BIOL 1307.

**BIOL 1108. Biology for Non-science Majors I Lab. 1 Hour.**
This course provides students with hands-on exploration in the biological sciences. Content includes the process of scientific inquiry, important concepts in biochemistry and genetics, and introduction to laboratory techniques. Prerequisite or Corequisite: BIOL 1308.

**BIOL 1109. Biology for Non-science Majors II Lab. 1 Hour.**
This course provides students with hands-on exploration in the biological sciences. Content includes the process of scientific inquiry, important concepts in biochemistry and genetics, and introduction to laboratory techniques. Prerequisite or Corequisite: BIOL 1309.

**BIOL 1306. Biology for Science Majors I. 3 Hours.**
This course introduces the student to the nature of science and the application of science to contemporary issues. Content includes the chemistry of life, the cell, genetics, and mechanisms of evolution. Corequisite: BIOL 1106.

**BIOL 1307. Biology for Science Majors II. 3 Hours.**
This course introduces the student to the nature of science and the application of science to contemporary issues. Content includes plant form and function, animal form and function, and ecology. Prerequisite: BIOL 1306. Corequisite: BIOL 1107.

**BIOL 1308. Biology for Non-Science Majors I. 3 Hours.**
This course introduces the student to the nature of science and the application of science to contemporary issues. Content includes the chemistry of life, the cell, genetics, and mechanisms of evolution. NOTE: Lab may be required for specific majors.

**BIOL 1309. Biology for Non-Science Majors II. 3 Hours.**
This course introduces the student to the nature of science and the application of science to contemporary issues. Content includes plant form and function, animal form and function, and ecology. NOTE: Lab may be required for specific majors. Prerequisite: BIOL 1308.

**BIOL 2401. Human Anatomy and Physiology I. 4 Hours.**
This course covers basic human anatomy and physiological principles focusing on the cellular and tissue levels and their integration into the integumentary, skeletal, muscular, and nervous systems. C or better in BIOL 1306 or 35 or better on the Biology Readiness test.

**BIOL 2402. Human Anatomy and Physiology II. 4 Hours.**
This course covers basic human anatomy and physiological principles focusing on the nervous, endocrine, digestive, respiratory, cardiovascular, immune, urinary, and reproductive organ systems. Prerequisite: C or better in BIOL 2401.

**BIOL 2405. Introduction to Microbiology. 4 Hours.**
This is an introductory microbiology course consisting of lecture and laboratory sessions and designed for the non-biology majors and allied health students. Topics include the morphology, physiology, and taxonomy of representative groups of pathogenic and nonpathogenic microorganisms; human-microbe interactions; public health microbiology; and host defense mechanisms. BIOL 1306 is recommended prior to BIOL 2405.

**BIOL 2406. Environmental Biology. 3 Hours.**
This course provides an introduction to the basic principles of bioenvironmental science with emphasis on scientific literacy, current events, global and international issues, historic context, and the relationship between humans and the natural world. The course will also address conservation, pollution, energy, and other contemporary environmental problems.

**BIOL 289. Independent Study. 1-4 Hours.**
This course provides individual instruction. Students may repeat the course when topics vary.
BIOL 303. Animal Nutrition. 3 Hours.
This is a course designed to introduce the study of animal nutrition in all aspects, and is designed for Biology majors, especially those interested in Veterinary school. Topics include the nutrition of companion animals, livestock, and exotic species. Topics will also include the anatomy, physiology and biochemistry of the gastrointestinal system, nutrient procurement and use, feed additives, growth stimulants, metabolic diseases, and diet therapy. Prerequisites: BIOL 1306, BIOL 1307, BIOL 1106, BIOL 1107 or equivalent.

BIOL 307. General Ecology. 3 Hours.
This course covers the principles of ecology with special reference to populations and their ecosystems, distribution, biotic communities, and environmental relationships. This course requires field trips. Prerequisite: BIOL 1306 and BIOL 1106, and BIOL 1307 and BIOL 1107.

BIOL 308. Invertebrate Zoology. 3 Hours.
This course explores the diversity of invertebrate types, morphologically, embryologically, and physiologically. The course emphasizes the ecological role of invertebrates. Prerequisite: BIOL 1306 and BIOL 1106, and BIOL 1307 and BIOL 1107.

BIOL 310. Genetics (EL). 4 Hours.
This course deals with the principles of heredity and variation and their application to plants, lower animals and man. This course integrates the principles of experimental learning and meets the criteria for undergraduate research. Prerequisite: 8 SCH of Biology.

BIOL 311. General Microbiology. 4 Hours.
General Microbiology is an upper division undergraduate course on microbial biology consisting of both lectures and laboratory activities. In depth lectures cover eukaryotic and prokaryotic microbes and viruses, but emphasis is put on bacteria. This course provides a conceptual and experimental background in microbiology. This course is highly recommended for the pre-medical and pre-pharmacy students. Prerequisite: Successful completion of two semesters of Biology.

BIOL 330. Introduction to Geographic Information Systems. 4 Hours.
Introduces the concepts and applications of computer-based spatial data handling, known as geographic information systems (GIS) technology. Illustrates the essential methods of GIS and its applications in fields including geography, natural resource management, planning and environmental science. Students gain application skills via a series of practical exercises illustrating problem-solving strategies using up-to-date GIS software packages. Lectures, laboratories, and special assignments will be utilized in this course. Prerequisites: MATH 1314.

BIOL 332. Molecular Pharmacology and Toxicology. 3 Hours.
This course will provide an overview of pharmacology based on principles of drug action with emphasis on drug classes. Topics include pharmacology of the autonomic, cardiovascular, central nervous and endocrine systems. Prerequisites: BIOL 1306 & 1106, BIOL 1307 & 1107; and BIOL 2401 & 2402 or BIOL 449.

BIOL 335. Medical Terminology. 3 Hours.
This web-based course utilizes a systems approach to the language of medicine, including the analysis and utilization of word roots, combining forms, prefixes, suffixes, and medical terms; emphasis is on written and spoken medical vocabulary. Prerequisite: Completion of two semesters of Biology courses.

BIOL 343. Practical Paleontology. 3 Hours.
Designed for students with an interest in fossils and how they can be used to reconstruct ancient ecosystems. This course covers principles of fossil data collection, preparation, conservation, and management with hands-on experience collecting fossils from the Texas, Oklahoma and Arkansas area. Practice fossil preparation skills and learn to identify fossils based on published descriptions. Students will be introduced to paleontological research using the fossils they find in two brief guided research project. Prerequisite: BIOL 1307 or equivalent or instructor’s permission.

BIOL 402. Cell and Molecular Biology. 4 Hours.
This course consists of lectures and laboratory activities and will provide a strong background in the cellular and molecular aspects of biology. Topics include: methods in cellular and molecular biology, transcription in prokaryotes and eukaryotes, posttranscriptional events, translation, DNA replication, and recombination. Prerequisite: 8 SCH of Biology.

BIOL 415. Darwin and the Origin of Species. 3 Hours.
This course will focus on Darwin’s hypotheses and compare his ideas with modern developments in the study of biological evolution.

BIOL 420. Global Change (EL). 3 Hours.
This course will focus on global change. Major topics covered include climate change, sea level change/coastal inundation, ocean acidification, and permafrost and the changing Arctic. This course integrates the principles of Experiential Learning (EL) and meets the criteria for project-based research. Prerequisite: 6 SCH of Biology.

BIOL 421. Endangered Ecosystems. 3 Hours.
This course will focus on endangered ecosystems and organisms from around the world. Coral reefs, Brazilian rain forest destruction, amphibian crisis, and the Gulf of Mexico Dead Zone will be studied in detail. Prerequisite: 6 SCH in Biology.

BIOL 422. Atmosphere and Biosphere. 3 Hours.
This course will focus on how the atmosphere affects the biosphere. Stratospheric ozone, black carbon (soot), El Nino, and the environmental impact of carbon monoxide will be studied in detail. Prerequisite: 6 SCH of Biology.
BIOL 425. Immunology. 4 Hours.
This is a course designed to introduce the immune system in all its aspects and is designed for the allied health students and biology majors. Topics include innate and adaptive immunity, generation of antibody and lymphocyte diversity, signaling molecules, cellular and humoral immunity, immunological failure in disease, and manipulation of immunity.

BIOL 430. Astrobiology. 3 Hours.
This course will focus on the understanding that astrobiology is concerned with the origin, evolution, and distribution of life in the Universe. It investigates life in its cosmic context. Cross listed with BIOL 530. Prerequisite: Two semesters of Biology or permission of the instructor.

BIOL 437. Herpetology. 3 Hours.
This is a course designed to introduce the study of herpetology in all aspects, and is designed for Biology and science majors. Topics include the anatomy, physiology, taxonomy, systematics, natural history, distribution, ecology, and conservation of amphibians and reptiles; primarily North America species with special emphasis on local Texas native species. Prerequisites: BIOL 1306, BIOL 1307, BIOL 1106, BIOL 1107.

BIOL 443. Paleozoology. 3 Hours.
This course looks at the evolution of modern animals by bringing together recent advances in genetics with the fossil record. This course will provide an evolutionary perspective on the origins of important groups of animals from single-celled organisms to modern humans through lectures, discussions, and hands-on workshops with fossils. Prerequisite: BIOL 308 or instructor permission.

BIOL 445. Virology. 3 Hours.
This course will introduce students to the biology of viruses, with a particular focus on viruses of medical importance. Topics covered will include virus structure; classification, evolution, and life cycles of viruses; methods used to study viruses; their interaction with host cells; mechanisms of pathogenicity; host responses of the host to viral infection and vaccine applications; in-depth study of the life cycles of the major classes of viruses and discussion of emerging viruses. Prerequisite: Two semesters of biology and BIOL 311, or instructor permission.

BIOL 447. Synthetic Biology. 3 Hours.
This course will explore the application of synthetic biology in the biomolecular sciences, looking at a range of techniques that have been used to build useful tools from biological components. We will focus on the current use of molecular bioengineering in the area of human health. This course reinforces advanced concepts in molecular biology, and would be useful for students interested in careers in medicine or pharmaceutical research. Cross-listed with BIOL 547. Prerequisite: Two semesters of biology and one semester of microbiology or approval of instructor.

BIOL 449. Vertebrate Histology. 4 Hours.
This course is the study of the cell and fundamental tissue types to include the microscopic structure of the organ systems of representative vertebrates. Emphasis will be on the relationship between microscopic structure and function. Prerequisite: Two semesters of biology, with Anatomy and Physiology recommended but not required.

BIOL 450. Limnology. 4 Hours.
This course is the study of the biological, chemical, and physical characteristics of the freshwater environment. Prerequisite: Two semesters of biology.

BIOL 466. Evolutionary Biology. 3 Hours.
This course covers the basic principles, mechanisms, and patterns of evolutionary biology including a historical survey of related ideas. Prerequisite: Two semesters of biology.

BIOL 470. Internship in Biology. 1-3 Hours.
This is a directed internship that provides biology students with the applications of biology related knowledge in an organization. The student receives hands-on experience under the joint guidance of a professional from an organization and a faculty supervisor. 1-3 credit hours available. May be repeated up to a maximum of 3 SCH. Prerequisite: Consent of instructor.

BIOL 472. Introduction to Forensic Science. 3 Hours.
This course is a study of basic concepts, techniques, practices, and procedures of criminalistics, including the most current technologies in forensic analysis. Criminal investigation of actual cases will be discussed with a minimum of scientific terminology. In addition, the course will emphasize the nature of physical evidence, including the use of DNA profiling. This course is strongly recommended for Criminal Justice majors and Pre-Allied Health track students in Biology. Prerequisite: Junior or Senior standing.

BIOL 473. Fundamentals of DNA Forensics. 4 Hours.
Fundamentals of DNA forensics explores the current methods of DNA typing. It encompasses current forensic DNA analysis methods, as well as biology, technology, and genetic interpretation. The course will follow the path of DNA evidence starting with sample collection and the processes of DNA extraction, quantitation, amplification, and statistical interpretation. By the end of the course, students will explore the important role of DNA evidence for law enforcement. Cross-listed with BTEC 473.

BIOL 481. Seminar in Biology. 3 Hours.
This course requires student participation in general and specific topics in biology. May be repeated in a different topic. Prerequisite: Senior standing with Biology major.

BIOL 489. Independent Study in Biology. 1-4 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.
BIOL 490. Introduction to Biotechnology. 4 Hours.
This course will explore the principles and applications of DNA science with special reference to recombinant DNA technology. This course is highly recommended for students focusing on a career in the medical field. Prerequisite: Junior or Senior standing.

BIOL 497. Special Topics. 1-4 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

BIOL 499. Independent Research. 1-6 Hours.
Independent research in Biology conducted by a student under the guidance of a faculty member of his or her choice. The student is required to maintain a research journal and submit a project report by the end of the semester and potentially make an oral presentation on the project. SCH and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: Consent of instructor.

Faculty
Dr. Nurul Alam
Professor
Email: nurul.alam@tamut.edu

Dr. David Allard
Professor
Email: david.allard@tamut.edu

Dr. Benjamin Neuman
Associate Professor
Email: bneuman@tamut.edu

Brandon Quaid
Instructor
Email: brandon.quaid@tamut.edu

Bachelor of Science-Biotechnology
Biotechnology is the application of the biological sciences for the development of new and enhanced products for other industries. The Bachelor of Science degree in Biotechnology at Texas A&M University-Texarkana is focused on the medical and healthcare aspects of biotechnology with courses in immunology, histology, and cytotechnology. A degree in Biotechnology prepares students for careers in research and development, quality assurance and quality control, production, sales and marketing, administration, and technical support.

What is Biotechnology?
Biotechnology is the application of the fundamental principles of Biology and the Physical and Mathematical Sciences to create new, or modify existing Biological products that will have a positive impact in the lives of all human beings.

With a degree in Biotechnology you should be able to work on one or some of the following fields:

1. Genetic Engineering
2. Protein Engineering
3. Antibody Engineering
4. Plant Biotechnology
5. Stem Cell Reprogramming
6. Cancer research
7. Basic Biomedical research
8. Molecular modeling
9. Personalized Medicine
10. Tissue Engineering
11. Bioinformatics
12. Proteomics
13. Genomics
14. Metabolomics
15. Lipidomics
16. Bioremediation
17. Pharmacology
Degree Requirements

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<td>General Education Requirements (p. 55)</td>
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<td>Cell and Molecular Biology</td>
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<td>Biotechnology Research Methods and Applications</td>
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<td>MATH 1342</td>
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<td>Philosophy and Ethics of Science and Technology †</td>
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<td>BTEC 2431</td>
<td>Cell Culture Techniques</td>
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<tr>
<td>BTEC 2441</td>
<td>Basic Molecular Biology Techniques</td>
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<td>BIOL 425</td>
<td>Immunology</td>
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<td>BIOL 449</td>
<td>Vertebrate Histology</td>
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<td>BIOL 472</td>
<td>Introduction to Forensic Science</td>
<td>3</td>
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<td>BTEC 411</td>
<td>Protein Purification and Analysis</td>
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<td>BTEC 440</td>
<td>Advanced Bioinformatics</td>
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<td>BTEC 473</td>
<td>Fundamentals of DNA Forensics</td>
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<td>BTEC 499</td>
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<td>Minimum Hours for Degree</td>
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Note: A minimum of 54 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.

¹ Satisfies Core Curriculum (General Education) Requirements
Biotechnology Minor Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
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<td>Cell Culture Techniques</td>
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<tr>
<td>or BTEC 2441</td>
<td>Basic Molecular Biology Techniques</td>
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<tr>
<td>BTEC 310</td>
<td>Biotechnology Research Methods and Applications</td>
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<td>BTEC 490</td>
<td>Advanced Biotechnology</td>
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<td>Choose 1 course from the following:</td>
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<tr>
<td>BTEC 411</td>
<td>Protein Purification and Analysis</td>
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<tr>
<td>BTEC 440</td>
<td>Advanced Bioinformatics</td>
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<td>BTEC 473</td>
<td>Fundamentals of DNA Forensics</td>
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<tr>
<td><strong>Total Hours</strong></td>
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</table>

Undergraduate Courses for Biotechnology

**BTEC 1340. Quality Assurance and Quality Control in Biotechnology. 3 Hours.**
This course focuses on the different approaches required for quality control techniques in biotechnological projects. Special emphasis is placed on assurance issues. Methods for project management, budget responsibilities, and proper use of biological controls, as well as statistical analysis of false positives and false negatives, are discussed.

**BTEC 2431. Cell Culture Techniques. 4 Hours.**
This course will introduce students to the principle and practices of initiation, cultivation, maintenance, and preservation of cell lines. Prerequisite: BIOL 1415.

**BTEC 2441. Basic Molecular Biology Techniques. 4 Hours.**
This course introduces the students to the basic methods used in a molecular biology laboratory conducive to gene and protein manipulations. Prerequisite: BIOL 1415.

**BTEC 310. Biotechnology Research Methods and Applications. 4 Hours.**
This course provides students with advanced laboratory skills needed for employment in the biotechnology industry. The course focuses on the use of basic and specialized lab equipment techniques. Topics will include solution chemistry and buffers, DNA extraction and analysis, mRNA techniques, and protein extraction and analysis. Emphasis will be placed on lab safety, proper documentation, quality control, and quality assurance.

**BTEC 311. Microbial Biotechnology. 4 Hours.**
This course is intended as an advanced undergraduate level overview of selected aspects of microbial biotechnology. This course discusses the microbial mechanisms for production of components of food and consumer products, biologics, and biomaterials using DNA. An introduction to the kinetics of microbial growth is included, in addition to the presentation of production and regulation of genetically modified microorganisms (GMOS). Using B. thuringiensis as a model organism, multiple approaches to develop genetically modified products will be demonstrated. Extensive discussions will be dedicated to select effective schemes for choosing microbial hosts and vector expression systems for the production of heterologous peptides, proteins, or post translational-modified proteins. Methods for production of industrial enzymes and selected applications of enzyme technology for the pharmaceutical, chemical industries, and for environmental remediation are also discussed. Prerequisite: BTEC 310, BIOL 310, and BIOL 311.

**BTEC 411. Protein Purification and Analysis. 4 Hours.**
This course focuses on the theory and application of many biochemical techniques involved in protein purification and characterization. Techniques include types of chromatography, electrophoresis, and blotting. Students will think critically about methodology, design a purification scheme, and troubleshoot an existing purification scheme.

**BTEC 440. Advanced Bioinformatics. 4 Hours.**
Two bacterial species, E. Coli and B. thuringiensis will be used to demonstrate multiple approaches to develop genetically modified strains expressing functional applications to biotechnology outcomes. This course relies on rational manipulation of genetic elements in the bacteria to generate useful products. Prerequisite: MATH 2342, BIOL 310, and BTEC 310.

**BTEC 450. Proteomics. 4 Hours.**
This course is designed to acquire the knowledge related to the concepts of proteomics and their applications to characterize and analyze the human proteome and the applications of this knowledge to personalized medicine.

**BTEC 472. Fundamentals of DNA Forensics. 4 Hours.**
Fundamentals of DNA Forensics explores the current methods of DNA typing. It encompasses current forensic DNA analysis methods, as well as biology, technology, and genetic interpretation. The course will follow the path of DNA evidence starting with sample collection and the processes of DNA extraction, quantitation, amplification, and statistical interpretation. By the end of the course, students will explore the important role of DNA evidence for law enforcement.
BTEC 473. Fundamentals of DNA Forensics. 4 Hours.
Fundamentals of DNA forensics explores the current methods of DNA typing. It encompasses current forensic DNA analysis methods, as well as biology, technology, and genetic interpretation. The course will follow the path of DNA evidence starting with sample collection and the processes of DNA extraction, quantitation, amplification, and statistical interpretation. By the end of the course, students will explore the important role of DNA evidence for law enforcement. Cross-listed with BIOL 473.

BTEC 482. Biotechnology Capstone Experience I. 4 Hours.
The Biotechnology Capstone Experience I is intended to bring the students closer to a real working environment that should prepare them for facing daily challenges found around other people who have more experience in the field and are more familiar with the difficulties and limitations outside academic settings. The capstone may have two possible options depending upon resources, industrial openings, and student interest. It is suggested that if a student selects one of the two possible lines for the capstone experience in course BTEC 482, s/he should select the same type of experience for the continuation course, BTEC 483. These two possibilities are i) industrial/laboratory experience and ii) basic and/or applied research. Prerequisite: MATH 2342, CHEM 410, BTEC 310, and BTEC 440.

BTEC 483. Biotechnology Capstone Experience II. 4 Hours.
The Biotechnology Capstone Experience II is intended to bring the students closer to a real working environment that should prepare them for facing daily challenges found around other people who have more experience in the field and are more familiar with the difficulties and limitations outside academic settings. The capstone may have two possible options depending upon resources, industrial openings, and student interest. These two possibilities are i) industrial/laboratory experience and ii) basic and/or applied research. Prerequisite: MATH 2342, CHEM 410, BTEC 310, BTEC 440, and BTEC 482.

BTEC 490. Advanced Biotechnology. 4 Hours.
This course will provide the students an overview of the most advanced subjects in Biotechnology. Prerequisite: BIOL 1415.

BTEC 499. Independent Research. 6 Hours.
Research in Biotechnology is conducted under faculty guidelines. The research topic is to be agreed upon by the instructor and the student by the start of the course. The research project should result in a detailed report based on the project. If appropriate (if the obtained results are publishable), the project may result in a conference paper or a paper that can be submitted for consideration to a peer-reviewed journal. A 45-minute presentation based on the research project results shall also be prepared and delivered in front of an audience. A detailed Power Point presentation (about 30 slides) shall also be prepared. Prerequisite: Junior and Senior standing for BTEC students only. Approval by the Dean based on the instructor’s recommendation is required.

Faculty
Dr. Oscar Alzate
Associate Professor
Email: oalzate@tamut.edu

Bachelor of Science-Chemistry
The A&M-Texarkana chemistry program offers a Bachelor of Science degree (B.S.) in Chemistry. It offers courses for fulfilling undergraduate degree requirements in two concentrations: (a) general chemistry and (b) secondary teacher certification. The B.S. in Chemistry curriculum provides the necessary background and understanding for students to tackle any job related to chemistry. In addition, the program supports other disciplines, such as biology, biotechnology, nursing, kinesiology, and criminal justice, where the subject matter depends, in part, on the knowledge of the principles of chemistry. The courses offered by the chemistry program will serve as preparation for students that are contemplating post-graduate studies in chemistry or in other disciplines such as medicine, pharmacy, or veterinary medicine.

Careers in Chemistry
Successful completion of the chemistry program enables graduates to pursue careers in industry, government, teaching, or to continue education at the graduate level. Visit the ACS Chemistry for Life (https://www.acs.org/content/acs/en/careers/college-to-career.html) website to find additional information regarding careers in chemistry.

Degree Requirements
Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
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<td>BIOL 1306</td>
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<td>CHEM 1311</td>
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### Bachelor of Science-Chemistry

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<td>CHEM 321</td>
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<td>CHEM 340</td>
<td>Quantitative Chemical and Instrumental Analysis</td>
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<td>CHEM 351</td>
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### Other Requirements

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<td>CHEM 421</td>
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<td>CHEM 499</td>
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<td>MATH 357</td>
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### Electives (as needed to meet minimum degree requirements including 46 semester credit hours of upper division)

**Minimum Hours for Degree**: 120

1. Satisfies Core Curriculum (General Education) Requirements

**Note**: A minimum of 46 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.

### Chemistry Minor

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<td>CHEM 410</td>
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**Total Hours**: 20

### Teacher Certifications

- Chemistry 7-12 Certification (p. 197)

### Undergraduate Courses in Chemistry

**CHEM 1111. General Chemistry I (Lab). 1 Hour.**

This course introduces students to basic laboratory experiments supporting theoretical principles presented in CHEM 1311. The course introduces the scientific method, experimental design, data collection and analysis, and preparation of laboratory reports. Corequisite: CHEM 1311.
CHEM 1112. General Chemistry II (Lab). 1 Hour.
This course introduces students to basic laboratory experiments supporting theoretical principles presented in CHEM 1312. Students will be introduced to the use of the scientific method in experimental design, chemical instrumentation, data collection and analysis, and preparation of laboratory reports. Prerequisite: CHEM 1111. Corequisite: CHEM 1312.

CHEM 1117. General Chemistry for Engineering Students Lab. 1 Hour.
This course introduces students to basic laboratory experiments supporting theoretical principles presented in CHEM 1307. The course introduces to the scientific method, experimental design, data collection and analysis, and preparation of laboratory reports. Corequisite: CHEM 1307.

CHEM 1305. Introductory Chemistry. 3 Hours.
This course surveys basics of a wide range of Chemistry concepts. Topics include fundamental properties of matter, atomic structure, chemical bonding, molecular structure, solutions, chemical reactions, properties of gases, chemical equilibrium, acid-base concepts, kinetics, electrochemistry, nuclear chemistry, and an introduction to organic and biomolecules. It is a course designed for non-science, pre-nursing, and allied health students. This course is intended to provide students with a background in chemistry so that other courses such as, pharmacology and food & nutrition, can be appreciated on a molecular level. Familiarity with algebra is needed to solve problems in the course.

CHEM 1307. General Chemistry for Engineering Students. 3 Hours.
This course provides engineering students with a background in important concepts and principles of chemistry. The course emphasizes those areas engineers consider most relevant in an engineering context and examines practical applications in engineering and technology. Prerequisite: MATH 1314 or MATH 2412. Corequisite: CHEM 1117.

CHEM 1311. General Chemistry I. 3 Hours.
This course covers the fundamental principles of chemistry. This course is the first of two general chemistry courses offered sequentially for majors in biological, health, and physical sciences. Topics include measurements, fundamental properties of matter, states of matter, chemical reactions, chemical stoichiometry, periodicity of elemental properties, atomic structure, chemical bonding, molecular structure, solutions, properties of gases, and an introduction to thermodynamics and descriptive chemistry. Prerequisite: MATH 1314 or MATH 2412. Corequisite: CHEM 1111.

CHEM 1312. General Chemistry II. 3 Hours.
This course is the second course of the general chemistry sequence. Topics include chemical equilibrium, phase diagrams and specrometry, acid-base concepts, thermodynamics, kinetics, electrochemistry, nuclear chemistry, and an introduction to organic chemistry and descriptive organic chemistry. Prerequisite: CHEM 1111 and CHEM 1311. Corequisite: CHEM 1112.

CHEM 2423. Organic Chemistry I. 4 Hours.
This course is the first of a comprehensive and somewhat rigorous survey of organic chemistry emphasizing nomenclature, structure, properties, synthesis, and reaction mechanisms of carbon compounds. Prerequisite: CHEM 1312 with a grade of C or better.

CHEM 2425. Organic Chemistry II. 4 Hours.
This course is the second semester of Organic Chemistry sequence emphasizing the classes of aliphatic and aromatic compounds that contain oxygen and nitrogen. Prerequisite: CHEM 2423.

CHEM 289. Independent Study. 1-4 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

CHEM 321. Inorganic Chemistry. 4 Hours.
This course focuses on descriptive inorganic chemistry. It covers bonding theories, redox chemistry, properties of main group and transition metals, ligand field theory, molecular magnetism, and electronic spectra in transition metal complexes. Prerequisites: CHEM 1111, CHEM 1112, CHEM 1311, and CHEM 1312.

CHEM 340. Quantitative Chemical and Instrumental Analysis. 4 Hours.
This course covers fundamental theory and techniques in traditional chemical analysis. Topics include sampling and separation methods, measurements, statistics, equilibrium and pH studies, gravimetric and combustion analysis, electrochemical techniques, and introduction to instrumentation. Biology minors in Environmental Science require this course. Prerequisite: CHEM 1312 with a grade of C or better.

CHEM 351. Physical Chemistry I. 4 Hours.
This course is an introduction to quantum mechanics, solvable model problems, chemical kinetics, rigorous treatments of the first, second, and third laws of thermodynamics, as well as applications to gases (both ideal and real), liquids, solutions, and phase equilibria. Prerequisite: MATH 2413, PHYS 2325, and PHYS 2326.

CHEM 352. Physical Chemistry II. 4 Hours.
This course covers the following: quantum mechanics of many electron systems and approximate methods; chemical bonding and the electronic structure of molecules; rotational, vibrational, and electronic spectroscopy; statistical thermodynamics; and electrochemistry. Prerequisite: CHEM 351.

CHEM 405. Environmental Chemistry. 3 Hours.
This course is an application of chemical principles to the study of the environment. It includes natural processes and pollution problems related to air, water, and soil. Biology minors in Environmental Science require this course. Prerequisite: CHEM 1311 and CHEM 1312 with a grade of C or better.
CHEM 410. Biochemistry I. 4 Hours.
Biochemistry I is the first semester of a one-year course. The first semester covers the structures and functions of amino acids, proteins, and simple and complex carbohydrates. This course also covers carbohydrate metabolism, including glycolysis, gluconeogenesis and signal cascades in carbohydrate metabolism. The course emphasizes understanding biochemistry from a biological point of view and on providing information on how biochemical events are regulated in living tissues. Prerequisite: CHEM 2423 and CHEM 2425 with a C or better in both courses.

CHEM 411. Biochemistry II. 3 Hours.
Biochemistry II is the second semester of a one-year course. The second semester covers the structures and functions of lipids & cell membranes and nucleic acids. This course also covers metabolisms of biomolecules, including citric acid cycle, oxidative phosphorylation, and the biosynthesis of amino acids, proteins, lipids, DNA and RNA. The course emphasizes understanding biochemistry from a biological point of view and on providing information on how biochemical events are regulated in living tissues. Prerequisite: CHEM 410.

CHEM 421. Advanced Inorganic Chemistry. 3 Hours.
This course involves an in-depth study of chemical bonds, comparison of valence bond and molecular bond theories, coordination compounds, and inorganic nomenclature. Prerequisite: CHEM 321 and CHEM 352.

CHEM 440. Instrumental Analysis. 4 Hours.
This course focuses on the theory and application of instrumental methods, such as high performance liquid chromatography (HPLC), gas chromatography (GC), infrared (IR) spectroscopy, nuclear magnetic resonance (NMR) spectroscopy, atomic absorption (AA) spectroscopy, and mass spectroscopy (MS). Prerequisite: CHEM 340.

CHEM 479. Capstone in Chemistry. 3 Hours.
This course provides instruction on topics and concepts in major area (i.e. physical, inorganic, organic, analytical, and biological) of chemistry. Prerequisite: Permission of instructor.

CHEM 489. Individual Study. 1-4 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

CHEM 497. Special Topics in Chemistry. 1-4 Hours.
This course provides instruction on special topics in an identified area of chemistry. Students may repeat the course for credit when topics vary. Prerequisite: Permission of instructor.

CHEM 499. Independent Research. 1-6 Hours.
Independent research in Chemistry conducted by a student under the guidance of a faculty member of his or her choice. The student is required to maintain a research journal and submit a project report by the end of the semester and potentially make an oral presentation on the project. SCH and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: Consent of instructor.

Faculty
Dr. Greg Hogan
Assistant Professor
Email: ghogan@tamut.edu

Dr. Md Abul Kalam
Professor
Email: md.kalam@tamut.edu

Bachelor of Science-Criminal Justice
Texas A&M University-Texarkana offers a Bachelor of Science in Criminal Justice and a Minor in Criminal Justice. Using research-based knowledge of crime, criminal justice, and society, our students have the opportunity to develop skills in analytical thinking, research, and writing that increase their value to current and future employers.

The BS-CJ degree is oriented to pre-service and in-service criminal justice employees, particularly those who wish to be promoted to supervisory and management roles, employed in state and federal agencies, or attend graduate school. Graduates of the program work at local, state, and federal agencies. Other students who commonly seek the BS-CJ are those with career interests in social service and rehabilitation organizations that are commonly adjuncts to the criminal justice system. Faculty will help students customize their degree plan based on the individual student's interests and goals. Students may specialize in interests such as law enforcement, community corrections, juvenile justice, pre-law, incarceration, management & leadership, human behavior, forensic science, social justice, or other areas.

Careers in Criminal Justice
• Police Officer
• Jail Officer
• Victim advocate
• Probation officer
• Investigator
The Bachelor of Science in Criminal Justice (BS-CJ) is a 120-credit hour curriculum starting with a freshman Introduction to Criminal Justice that is integrated into your University Core curriculum then continuing with upper-division work beginning in your sophomore year.

Both transfer students and changes of major can transition smoothly into the "2+2" program design. Students may begin their college experience in virtually any degree program at Texas A&M University-Texarkana or at a community college before transferring to complete their 4-year degree in Criminal Justice. Full-time students with 60 hours creditable toward the degree can complete the degree in two years or less taking day, night, and web classes.

The goal of the criminal justice faculty is to enhance the value of our students as employees and citizens. We strive to increase the knowledge, skills, and abilities of current and future criminal justice employees, citizens, and leaders through an intellectually challenging curriculum examining problems of crime and justice through theory, observation, and analysis. Our students include pre-service and in-service criminal justice personnel, social service providers, and students working in the private sector. Our graduates are employed in local, state, and federal criminal justice agencies and a host of public and private organizations.

**Degree Requirements**

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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<th>Code</th>
<th>Title</th>
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<td>A maximum of 21 semester credit hours Criminal Justice transfer curriculum could be used to meet degree requirements</td>
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Note: A minimum of 54 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.

**Undergraduate Courses in Criminal Justice**

**CJ 1301. Introduction to Criminal Justice. 3 Hours.**

This course is a survey of U.S. law enforcement, courts, and corrections at the federal, state, and local level. The course includes research, analysis, and writing tasks appropriate to freshman level development as well as explorations of criminal justice education and career options.

**CJ 310. The Juvenile Justice System. 3 Hours.**

This course covers the history and development of traditional and current methods for responding to the needs of the juvenile offender, juvenile practices and procedures, juvenile law, and the role of the police and other involved agencies.

**CJ 311. Drugs, Crime and the Law. 3 Hours.**

This is a survey of the historical, social, and political discourse on the relationship between drugs, people, and policy in the U.S. focusing on the criminalization of certain substances. It includes historical patterns of drug abuse in the U.S., drug laws, contemporary drug use, the connection of drug use to crime and violence, and the "War on Drugs".

**CJ 312. Guns and Violence in American Society. 3 Hours.**

This course explores philosophical, Constitutional, and empirical questions and claims about firearms and their place and effects in U.S. Society. Special attention is given to debate over the Second Amendment and competing hypotheses about the relationship of guns to violence.

**CJ 315. Law and Society. 3 Hours.**

This course is an examination of the nature, functions, and limitations of law as an instrument of social control. Emphasis is placed on developing an understanding of the situational and systemic demands within which actors in the legal system operate and perform their roles and in developing a perspective which views law as a practical resource and as a mechanism for handling the widest range of unspecified social issues, problems, and conflicts. This course is cross listed with SOC 315.
CJ 320. Deviance and Deviant Behavior. 3 Hours.
This course is an introduction to the general phenomena of social deviance with primary emphasis given to non-criminal deviance and victimless crimes, including mental disorders, drug use, prostitution, sexual deviance, and pornography. The course is cross listed with SOC 320. Prerequisite: SOCI 1301.

CJ 325. Crime and Delinquency. 3 Hours.
This course provides a study of the meaning, nature, and extent of crime and delinquency, including analysis and evaluation of preventive and treatment methods. Emphasis will be on theories of crime and delinquency causation. Cross listed with SOC 325. Prerequisite: SOCI 1301.

CJ 330. Institutional Corrections, Theory, and Practice. 3 Hours.
This course provides examinations of the historical development of corrections, including concepts of punishment and rehabilitation, with emphasis on institutional corrections from conviction to release. Cross listed with SOC 330.

CJ 340. Criminal Law and Procedure. 3 Hours.
This course covers the history and philosophy of modern substantive criminal law with an emphasis on the Texas Penal Code. The course provides definitions and elements of principle crimes, criminal liability, and defenses to criminal penalties.

CJ 350. Types of Crime. 3 Hours.
This course provides a detailed analysis of four major categories of crime: white collar, street crime, organized and consensual crime, and violent crime.

CJ 351. Crime Prevention. 3 Hours.
An exploration of approaches to preventing future crime based on the locus of treatment such as known criminals, physical spaces, and at risk populations. Includes theoretical and practical applications to include evaluations of prevention program effects.

CJ 355. Victimology. 3 Hours.
Students will learn about the history of victimology theories explaining victimization, victims rights and remedies, and will cover specific crimes and how they affect crime victims.

CJ 360. Probation, Parole, and Community Corrections. 3 Hours.
This course provices a survey and analysis of probation and parole as well as other community reintegration efforts such as boot camps, halfway houses, restitution centers, electronic monitoring, and other community-centered programs.

CJ 380. Ethnic and Cultural Diversity in America. 3 Hours.
This course reviews the originalities and experiences of the various national, ethnic, cultural, religious, and social groups that make up what is known today as the United States of America. Attention is also paid to how such originalities and/or experiences impact or influence contemporary realities for each group. Cross listed with SOC 380.

CJ 390. Criminal Investigations. 3 Hours.
This course examines the criminal investigation process. It also includes investigative techniques base don type of crime, with evolving issues regarding rules of evidence and constitutional issues.

CJ 400. Internship. 3-9 Hours.
This course offers supervised experience in a criminal justice agency. The course offers participant observation and hands-on experience that provides the opportunity to integrate theory and practice (3-9 SCH). Only 3 SCH apply to the major. To receive 9, SCH the student must work full-time 3 months during either the summer or a long semester. A student may earn a maximum of 9 SCH for an internship, with only 3 SCH counted for the major. Prerequisite: Senior standing.

CJ 420. Administration of Criminal Justice Agencies. 3 Hours.
This course provides an analysis of modern administration theory and management principles and their application to the unique operating problems of criminal justice organizations.

CJ 421. American Law Enforcement Studies. 3 Hours.
This course focuses on historical developments and problematic issues in law enforcement. In addition to long-term intransient issues, it examines contemporary issues based on recent and ongoing events. Cross listed with CJ 521.

CJ 430. Constitutional Issues: Rights of Accused and Convicted Offenders. 3 Hours.
This course offers an examination of state and federal constitutional rights and guarantees for the offender; rights and privileges of incarcerated offenders; and constitutional rights of juveniles.

CJ 440. The Death Penalty. 3 Hours.
This class is a study and critical appraisal of capital punishment. Students will learn about the historical imposition of the death penalty, the legal history in the U.S., the emotional consequences to victims' family, offenders' family, offenders, staff, and others in the criminal justice system, as well as the application process of capital punishment.

CJ 454. Research Techniques in Criminal Justice. 3 Hours.
This course provides an introduction to research methods and computer applications in criminal justice. This course covers word processing, electronic spreadsheets, and an introduction to major criminal justice databases.

CJ 460. Civil Disruption, Terrorism, and Mass Violence. 3 Hours.
This course provides an examination of historic and current trends in civil disruption from a domestic and an international perspective and from civil disobedience to more violent means of dissent or revolt.
CJ 470. Police and Community Relations. 3 Hours.
This course provides an examination of the interface between the police and the community they serve. Topics under consideration include civilian review boards, deadly force, police corruption, community-oriented policing, the police and other community agencies that serve the public, and crime prevention methods versus traditional policing that responds after a crime is committed.

CJ 472. Introduction to Forensic Science. 3 Hours.
This course is the study of basic concepts, techniques, practices, and procedures of criminalistics, including the most current technologies in forensic analysis. Criminal investigation of actual cases will be discussed with a minimum of scientific terminology. In addition, the nature of physical evidence will be emphasized, including the use of DNA profiling. Instructors strongly recommend this course for Criminal Justice majors and Pre-Allied Health track students in Biology. Prerequisite: Junior or Senior standing.

CJ 480. Criminological Theories. 3 Hours.
This course describes the role of theory in crime scholarship. It surveys the major schools of thought related to crime causation (sociological, psychological, and biological) and particular theories about crime and delinquency, places these theories in historical context, and reviews some of the primary assumptions of the theories and conclusions reached from criminology research.

CJ 485. Seminar in Criminal Justice. 3 Hours.
This course provides students with a detailed understanding of the various agencies that make up what the government refers to as the criminal justice system in America. Emphasis is placed on how the organization, management, goals and objectives of each agency affect administration of justice.

CJ 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

CJ 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

Faculty
Dr. Tom Jordan
Associate Professor
Email: tom.jordan@tamut.edu

Dr. Godpower Okereke
Professor
Email: godpower.okereke@tamut.edu

Brenda Riley
Interim Assistant Professor
Email: briley@tamut.edu

English
Undergraduates in English pursue majors and minors in Literature; at the graduate level, majors earn a Master of Arts in Literature or in Composition and may pursue a Master Teacher of Writing certificate. At both levels, the English program at Texas A&M University-Texarkana affords students the ability to work closely with a small, diverse faculty of dedicated and accomplished teachers and scholars in a curriculum emphasizing literature, writing, and literary studies.

The Bachelor of Arts and Bachelor of Science degrees in English provide students with a strong background in English, American, and World literature. Students must take World Literature, British Literature, American Literature and Literary Studies at the sophomore level. The core of the B.A. and B.S. programs in English consists of required survey courses, Advanced American Literature ENG 442, English Literature ENG 472, World Literature ENG 445, Understanding Grammar ENG 320, Advanced Expository Writing ENG 340, and Studies in Genre ENG 450. Other required courses for English majors are History and Grammar of English ENG 424, which provides students with an understanding of the origin and development of the English language and a survey of grammatical approaches to the language, and Shakespeare ENG 312, which offers a detailed look at some of the major works of this important author. Optional courses, such as ENG 430: Studies in Women's Literature, ENG 305 and ENG 306: Children's Literature and Young Adult Literature, and ENG 497: Special Topics allow students to customize their degree plans. English majors also participate in a capstone course, ENG 491, during the semester they graduate.

Within the program, our students certainly develop a pleasure and skill in reading with comprehension and insight. English majors also develop the skill to write effectively and even beautifully. However, while central to the program, these are not the only advantages for our students. The program in English grounds students in language skills and analytic practices allowing our majors to develop tools that not only retain their value, unlike in technical fields, but also transfer easily to specialized work in graduate and professional schools as well as in the workplace. Ultimately, a degree in English is a wonderful portal to careers and advanced degrees in and out of English.

Career Options
Education: College level, Primary Education, Secondary Education, Private Schools, Teaching English as a Second Language, Tutoring, Educational Administration, Editorial Assistant, Copyediting/Proofreading, Internships, Production, Marketing/Publicity, Publishing, Journalism, Corporate
Communications, Public Relations, Digital Media, Creative Writing, Copywriting, Technical Writing, Science Writing, Freelance Writing, and Grant Writing.

**Degrees**
Bachelor of Arts in English (p. 142)

Bachelor of Science in English (p. 143)

**Undergraduate Courses in English**

**ENG 305. Children's Literature I. 3 Hours.**
This course provides a survey of the history of children's books, books for very young children, picture books and illustrators, short fiction, folk tales, fables, myths and epics, historical fiction and biography.

**ENG 306. Young Adult Literature. 3 Hours.**
This course is a survey of young adult literature.

**ENG 312. Shakespeare. 3 Hours.**
This course provides a study of the author's plays with special attention devoted to major and better-known works.

**ENG 320. Understanding Grammar. 3 Hours.**
This course engenders improved application and understanding of English grammar by using traditional sentence diagramming to review fundamental principles of grammar and mechanics.

**ENG 340. Advanced Expository Writing (EL). 3 Hours.**
This course advances individual writing ability by focusing upon analytical and rhetorical strategies through various exercises and the production of compositions. This course integrates the principles of Experiential Learning and meets criteria for undergraduate research. Prerequisite: ENGL 1301 and ENGL 1302 with a grade of C or better.

**ENG 345. Advanced Composition for Educators. 3 Hours.**
This course provides future educators opportunities to grow as writers, personally and professionally, through interaction with the conventions of writing, literature, and writing across the curriculum, all within a writing community focused on education of self and others. Prerequisite: ENGL 1301 and ENGL 1302 with a grade of C or better.

**ENG 350. Technical Writing (EL). 3 Hours.**
This course emphasizes the principles of composition, document design, and rhetoric applied to primary genres within scientific, technical, and professional writing. This course integrates the principles of Experiential Learning and meets the criteria for undergraduate research. Prerequisite: ENGL 1301 and ENGL 1302 with a grade of C or better.

**ENG 324. History and Grammar of the English Language. 3 Hours.**
Participants will cover topics that include the basic features of human language, a historical study of English, and a study of English phonology, morphology, and syntax.

**ENG 430. Studies in Women's Literature. 3 Hours.**
This course provides a study of the various images of women in literature with an emphasis on the twentieth century.

**ENG 442. Advanced American Literature. 3 Hours.**
This course provides a study of specific eras of American Literature. Topics will vary.

**ENG 445. Advanced World Literature. 3 Hours.**
This advanced course in World Literature aims to introduce students to a selection of classic and/or modern literary works outside of the United States and Britain. One of the goals of the course is to analyze and discuss these works of literature within their soci-historical context with an emphasis upon a different theme or literary movement presented in each offering of the course. While this varying theme or movement will demarcate the frame of the course, the theme of encounters (textual and cultural) remains consistent and the importance of factors such as race, class, gender, religion, language, translation, and so on will be taken into consideration. The students' critical engagement with the assigned works of literature will be further enhanced by the historical and literary background provided by lectures and secondary sources. No prior knowledge of or familiarity with other languages is required as all reading materials are provided in English translation.

**ENG 450. Studies in Genre. 3 Hours.**
This course provides an advanced study of one of the following literary genres: Short Story, Film, Poetry, Drama, and International Literature. It may be repeated when topics vary.

**ENG 472. Advanced British Literature. 3 Hours.**
This course provides a study of specific eras of British Literature. Topics will vary.

**ENG 489. Individual Study. 1-3 Hours.**
This course provides individual instruction. Students may repeat the course when topics vary.

**ENG 491. Capstone in English Studies. 1 Hour.**
This course constitutes a practicum in which students review English studies with emphasis on critical approaches to literature, literary terminology, and the characteristics and major writers of literary periods. Students write capstone papers that reflect their understanding of the components of literary study. Prerequisite: To be taken during the final semester of the bachelor's degree program in English.
ENG 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

ENGL 0399. Integrated Reading and Writing. 3 Hours.
This course is designed to develop students' critical reading and academic writing skills by building intermediate reading skills through an increase in comprehension, vocabulary, study skills, and speed; providing an intense overview/review of the intermediate elements of modern English usage; and honing the writing experience with attention to the intermediate mechanical and structural elements of the writing process. Students who do not score satisfactorily in Reading and/or Writing on the TSI will be required to take ENGL 0399. Prerequisites: ENGL 0398 with a minimum grade of C or equivalent scores on an approved placement test.

ENGL 089. Independent Study in Developmental Writing. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

ENGL 1101. Information Literacy. 1 Hour.
This course covers the basic concepts and skills of information literacy, the research process, critical thinking skills, and ethical aspects of information. Students are introduced to characteristics, formats, and organization of information, and are provided with practical experience in the use of the academic library. Course content also introduces electronic resources such as journal databases, search engines, and directories.

ENGL 1111. Popular Music as Literature. 1 Hour.
Popular Music as Literature offers students an introduction to literary study through the vehicle of popular music. Literary terminology and forms are considered within the context of pop music. It requires students to read closely and critically and become sensitive to the nuances of language.

ENGL 1301. Composition I. 3 Hours.
This course focuses on intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis is on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus is on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

ENGL 1302. Composition II. 3 Hours.
This course builds on those skills developed in ENGL 1301 and assumes a satisfactory level of student competency in composition. This course focuses on intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Prerequisite: ENGL 1301 with a C or better.

ENGL 189. Independent Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

ENGL 2321. British Literature. 3 Hours.
This course serves as an introductory survey of the major authors in English literature from the Old English period to the present. It includes a variety of genres and considers the works as intellectual, cultural, aesthetic creations. It requires students to apply interpretive skills in writing about pieces of literature and to be aware of the traditional literary periods. English majors and non-English majors may take this course, which satisfies the core-curriculum requirement for three lower-division semester credit hours in Creative Arts.

ENGL 2326. American Literature. 3 Hours.
This course examines representative works of American Literature from pre-colonial times to the contemporary period using historical, philosophical, and structural filters to investigate universal social themes. There are no prerequisites for this course. English majors and non-English majors may take this course, which satisfies the core-curriculum requirement for three lower-division semester credit hours in Creative Arts.

ENGL 2331. World Literature. 3 Hours.
World Literature is a survey of some of the major works of literature across the world from early civilizations to present, focusing on major periods. Students who take this course will increase their awareness of historical cultures; sharpen their critical reading, thinking, and writing skills; and deepen their cultural sensitivity. English majors and non-English majors may take this course, which satisfies the core-curriculum requirement for three lower-division semester credit hours in Creative Arts.

ENGL 2340. Writing Across the Curriculum. 3 Hours.
This course helps students understand and develop their writing, reading, and thinking skills across the disciplines through the creation and rhetorical study of personal and scholarly texts. It includes a focus on the principles and techniques of written expository and persuasive texts and critical thinking across the curriculum.

ENGL 2351. Introduction to Creative Writing. 3 Hours.
This course promotes the development of creative writing skills by introducing and applying core concepts for writing creative non-fiction, poems, scripts, and short stories.

ENGL 2360. Introduction to Literary Studies. 3 Hours.
This course is an examination of the fundamental principles of literary study with special attention to critical approaches to language and literature, bibliography and research, and writing in the discipline. As an introduction to literary study designed for English majors, this course stresses proper literary terminology, literary theory, and analytical writing; the tools of a successful English major.

ENGL 289. Independent Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.
Bachelor of Arts-English

The Bachelor of Arts (BA) degree requires two years of the same foreign language (12 SCH) as part of the general-education requirements. Two years of study in the same foreign language in high school may substitute for the first year (6 SCH) of the same language at the university level. Students may not complete all bachelor's degrees as a BA. See the degree program listing for the programs that allow the BA option.

Degree Requirements
Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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<td>ENG 430</td>
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</tr>
<tr>
<td>ENG 489</td>
<td>Individual Study</td>
</tr>
<tr>
<td>ENG 497</td>
<td>Special Topics</td>
</tr>
</tbody>
</table>

Minor

Minimum of 18 semester credit hours from minors listed in the catalog (9 of which must be Upper Division semester credit hours)

Other Requirements

Upper Division Electives from History, Political Science, Psychology, or Sociology 6
Language Requirement (same Foreign language) 9

Electives (as needed to satisfy minimum degree requirements including 46 semester credit hours of Upper Division Coursework)

Minimum Hours for Degree

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Major Requirements 6</td>
<td>General Education Requirements (p. 55)</td>
<td>42</td>
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<tr>
<td>ENGL 1301</td>
<td>Composition I</td>
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<td>World Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2360</td>
<td>Introduction to Literary Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENG 312</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENG 320</td>
<td>Understanding Grammar</td>
<td>3</td>
</tr>
<tr>
<td>ENG 340</td>
<td>Advanced Expository Writing (EL)</td>
<td>3</td>
</tr>
<tr>
<td>ENG 424</td>
<td>History and Grammar of the English Language</td>
<td>3</td>
</tr>
<tr>
<td>ENG 442</td>
<td>Advanced American Literature</td>
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</tr>
<tr>
<td>ENG 450</td>
<td>Studies in Genre</td>
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<tr>
<td>ENG 445</td>
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<td>ENG 472</td>
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</tr>
<tr>
<td>ENG 491</td>
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Minor

Minimum of 18 semester credit hours from minors listed in the catalog (9 of which must be Upper Division semester credit hours)

Other Requirements

Upper Division Electives from History, Political Science, Psychology, or Sociology

Electives (as needed to satisfy minimum degree requirements including 46 semester credit hours of Upper Division Coursework)

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</tbody>
</table>

NOTE: A minimum of 46 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.
Bachelor of General Studies

The Bachelor of General Studies (BGS) degree is an interdisciplinary degree program that will allow students to design their course of study by selecting two subject areas of choice. In addition to the standard Texas Core Curriculum, the BGS Program consists of required courses and two subject areas. Each subject area requires 12 upper division semester credit hours of the same course prefix.

One subject area must be housed in the College of Education and Liberal Arts which includes:

- English
- Criminal Justice
- History
- Instructional Technology
- Leadership
- Mass Communication
- Psychology
- Political Science
- Sociology

No more than one subject from a Business discipline. Education, Special Education, and Bilingual Education may not be chosen as a subject area. The BGS Program may not be used for undergraduate Teacher Certification Students.

An Interdisciplinary Studies concentration area can be used with the following stipulations:

- The student must be a junior or senior that is a former BSIS EC-6 major or with a plethora of hours with the urgent need to graduate.
- The student cannot be a freshman or sophomore and choose I.S. as their concentration area.
- The I.S. concentration area must be approved by a BGS advisor.

BGS students can intern and work in a variety of career sectors from non-profit organizations to for profit organizations.

Bachelor of General Studies (BGS)

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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<td>AAS 1100</td>
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<td>or IS 1100</td>
<td>University Foundations</td>
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<td>ENG 340</td>
<td>Advanced Expository Writing (EL)</td>
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<tr>
<td>or ENG 345</td>
<td>Advanced Composition for Educators</td>
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<td>or ENG 350</td>
<td>Technical Writing (EL)</td>
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<td>ITED 350</td>
<td>Technology and Digital Literacy</td>
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<tr>
<td>or ITED 315</td>
<td>Introduction to Instructional Technology</td>
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<tr>
<td>LEAD 310</td>
<td>Leadership Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>AAS 490</td>
<td>Deductive Learning: Self-development in Professional Contexts ²</td>
<td>3</td>
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</tbody>
</table>

Select one of the following:

- MGT 321 Organization Behavior
- PSY 320 Psychology of Interpersonal Interaction
- LEAD 305 Introduction to Leadership: Concepts and Practices

**Subject Area #1**

Upper Division from Same Discipline Prefix Number

12

**Subject Area #2**

Upper Division from Same Discipline Prefix Number

12

3 semester credit hours upper division from any discipline (300 & 400 level course)

3

**Electives (as needed to meet minimum degree requirements including 45 semester credits of upper division)**

Total Minimum Hours

120
Satisfies core curriculum component area option.

Taken during final semester prior to graduation

Note: A minimum of 45 upper division hours are required for this degree. Resident credit totaling 25% of the hours is required for the degree.

Undergraduate Courses in General Studies

AAS 490. Deductive Learning: Self-development in Professional Contexts. 3 Hours.
As the summative course of the BAAS program, this course leads students through the deductive learning process of applying theoretical knowledge to experiential settings. The course requires students to develop and present a research project based on an area of professional development within their field of practice. Students will conduct a truncated literature review over the selected topic within the context of a specified setting, collect and analyze data utilizing quantitative methods, and complete a digital and written report of research and findings. Prerequisite: AAS 390 and ENG 340 or ENG 350 with a grade of C or better, and senior status.

ENG 340. Advanced Expository Writing (EL). 3 Hours.
This course advances individual writing ability by focusing upon analytical and rhetorical strategies through various exercises and the production of compositions. This course integrates the principles of Experiential Learning and meets criteria for undergraduate research. Prerequisite: ENGL 1301 and ENGL 1302 with a grade of C or better.

ITED 350. Technology and Digital Literacy. 3 Hours.
This course is designed to assist students with developing skills for using web applications and mobile computing. The activities in the course assist students with promoting critical thinking and problem-solving skills by engaging them with digital tools being used in daily life. Topics covered include: technology in society, computers and digital components, the internet- how it works and making the most of web resources , applications for work and play, and systems software- operating systems, utilities and file management, information technology ethics, understanding and assessing hardware, digital devices and media and protection, information technology careers, software programming, databases and information systems, networking and security.

LEAD 305. Introduction to Leadership: Concepts and Practices. 3 Hours.
This course is designed to provide a basic introduction to leadership by focusing on what it means to be a good leader. Emphasis in the course is on the practice of leadership. The course will examine topics such as: the nature of leadership, recognizing leadership traits, developing leadership skills, creating a vision, setting the tone, listening to out-group members, overcoming obstacles, and addressing values in leadership. Prerequisite: Junior or Senior standing.

LEAD 310. Leadership Theory and Practice. 3 Hours.
This course introduces leadership theory and practice. Students will develop an understanding of the behaviors and characteristics of leaders through the examination of current leadership models.

MCOM 380. Advanced Professional Communication. 3 Hours.
As students progress in their professional careers, advanced public speaking and presentations may be key to their success. This course will help students prepare and deliver presentations typical of governmental, business, educational and civil settings with focus on interview skills and intercultural communication.

MGT 321. Organizational Behavior. 3 Hours.
This class examines the study of human behavior in complex organizations with emphasis on individual, small group, and inter-group behavior and how it affects and is affected by the organization in pursuit of organizational goals.

PSY 320. Psychology of Interpersonal Interaction. 3 Hours.
The course examines the processes of social interaction, using the perspective of psychological theory and research. Topics include the growth of relationships, love, social exchange, impression management, communication, jealousy, loneliness, and games people play. Techniques for improving interactions are considered. Prerequisite: Junior standing. (NOTE: This course replaces IS 320.).

Faculty

Kelly Coke
Instructor & Program Advisor
Email: kelly.coke@tamut.edu

Dr. Gaynell Green
Associate Professor
Email: gaynell.green@tamut.edu

Lisa Myers
Instructor
Email: lisa.myers@tamut.edu
The History program at Texas A&M University-Texarkana offers students the opportunity to study a variety of periods of history in order to gain specific knowledge of the topics in questions, but also to develop skills in analysis, communication, and problem-solving.

The bachelor's degree program is designed to prepare students for a lifelong of learning as well as a wide variety of life paths, including post-graduate studies, teacher certification programs, professional schools, public service, and innumerable positions in the private sector.

The Master of Science in History is a thirty-six (36 SCH) semester credit hour degree that is intended for students who are interested in developing a deeper understanding and appreciation for history. It is especially valuable for those planning to study for a Ph.D., those wishing to teach at the university or community college level, and for secondary teachers wanting to increase their historical knowledge and ability to teach dual-credit and Advanced Placement courses.

**Degrees**
- Bachelor of Arts (p. 149)
- Bachelor of Science (p. 150)

**Teacher Certifications**
- History 7-12 History Certification (p. 211)
- History 4-8 Social Studies Certification (p. 215)
- History 7-12 Social Studies Certification (p. 220)

**Undergraduate Courses in History**

**HIST 1111. Cathedrals, Castles, & Monasteries: Medieval Architecture and Engineering.** 1 Hour.
This one-credit seminar introduces students to the fascinating and complicated world of medieval architecture and engineering.

**HIST 1301. United States History I.** 3 Hours.
This is a course that studies the historical development of the United States to 1877. Students will study the people, events, and ideas that influenced United States history in the Colonial, Revolutionary, Early National, Jacksonian, Civil War, and Reconstruction eras. Readings, lectures, and discussions will consider the American experience as a unique experiment in enlightened liberty and self-government.

**HIST 1302. United States History II.** 3 Hours.
This is a course on the historical development of the United States since 1877. Students will study the people, events, and ideas that influenced United States history in the Gilded Age, Progressive Era, Roaring Twenties, Great Depression, New Deal, Second World War, and Postwar Era. Readings, lectures, and discussions will consider the American experience as a unique experiment in enlightened liberty and self-government.

**HIST 2321. World Civilization I.** 3 Hours.
This course surveys world civilizations from the appearance of settled agricultural societies to the sixteenth century.

**HIST 2322. World Civilization II.** 3 Hours.
This course surveys the major political, cultural, economic, social, and intellectual developments from 1500 to the present.

**HIST 310. The Ancient World.** 3 Hours.
This course is a survey of Mediterranean civilizations to the fall of the Roman Empire with emphasis on the histories of Greece and Rome.

**HIST 311. Augustus Caesar to Charlemagne: Europe in the First Millennium.** 3 Hours.
This course examines the history of Europe from the birth of the Roman Empire under Augustus Caesar to the creation of Charlemagne's Empire in the ninth century. Along the way, we will discover how the Romans and their Germanic neighbors shaped the realm that was to become "Europe" and laid the foundation for the creation of the medieval world. Topics covered will include the origins of Christianity and Islam, the development of the Christian church, the creation of European kingship, the evolution of a European aristocracy, and the collapse of the Mediterranean economy.

**HIST 312. Medieval Civilization.** 3 Hours.
This course is a survey of the heritage of the Middle Ages, emphasizing the growth of political, social, economic, cultural, and religious institutions.

**HIST 314. Renaissance and Reformation.** 3 Hours.
This is a course devoted to the study of the nature and origin of the religious, social, economic, cultural and religious institutions.

**HIST 328. Colonial and Revolutionary America, 1492-1789.** 3 Hours.
This course examines the development of the British colonies in North America through the eighteenth century, the American Revolution, and the establishment of the institutional foundations of the new American Republic during the Confederation period.

**HIST 330. History of Nazi Germany.** 3 Hours.
This course examines the social, economic, and political forces that led to the rise of the Nazi Party in the 1920's, its seizure of power in the 1930's, and its downfall in the 1940's after initiating a devastating world war. Students will analyze why so many Germans were drawn to Adolf Hitler's leadership. The course will also examine other topics such as anti-Semitism, the collapse of democratic Weimar Republic, World War II, and the Holocaust.
HIST 350. The History of the Vietnam War through Narrative Film. 3 Hours.
This course studies America's involvement in the Vietnam War from the 1940's to the 1970's and the legacy of the war in Southeast Asia and in America to the 21st century. Participants will study these events through lectures and discussions and through narrative films that provide a historical perspective of the war.

HIST 352. Europe, 1920 to the Present. 3 Hours.
This course is an interpretation of the far-flung events and movements of European history since the First World War. Special emphasis is placed on the rise of Communism, Fascism, Nazism, the Second World War, the Cold War, and recent developments in European history.

HIST 416. Sex, Swords, & Sorcery: The Medieval World in Anglo-American Film. 3 Hours.
The Medieval World has been fascinating audiences of cinema since the earliest days of Hollywood. From figures such as King Arthur and Robin Hood to settings such as Camelot and England, film-makers have remade the Middle Ages to suit their own interests and ideals. This course allows students to view and analyze a number of films about the medieval period and medieval characters in order to better understand how and why we consistently re-imagine the Middle Ages.

HIST 419. American Social and Intellectual History. 3 Hours.
This course is a survey of the social and intellectual currents and ideas that influence and inform the American people.

HIST 428. The United States in the Twentieth Century. 3 Hours.
This course develops an understanding of the various forces that influence contemporary society. The major themes of industrialization and international involvement provide the framework within which modern America emerges on the world scene.

HIST 434. The Civil War and Reconstruction, 1850-1877. 3 Hours.
This course examines the political, social, and constitutional origins of the American Civil War; military, political, and social history during the war years; and the reconstruction of the Southern States.

HIST 445. The World of King Arthur and Robin Hood. 3 Hours.
This course examines the history of the British Isles through two of its most popular figures- King Arthur and Robin Hood. Students will study the settings for each figure- the early medieval period for the "historical" Arthur, the high medieval period of the "literary" Arthur, and the late medieval period for Robin Hood.

HIST 450. Latin America-The Colonial Era. 3 Hours.
This course is a survey of the social, economic, political, and religious forces that shaped Latin America through the independence movements of the nineteenth century.

HIST 451. Modern Latin America. 3 Hours.
This course will study the major historical developments of Latin America since the beginning of the nineteenth century and provide students with a general history of Latin America.

HIST 453. Voices of the Spanish Conquest in the Americas. 3 Hours.
This course focuses on the Spanish conquests of the Americas fifteenth and sixteenth centuries. Students will read a variety of primary documents and peer-reviewed texts to examine how Spanish conquests in the Americas shaped the social, economic, political, and religious development of Latin America.

HIST 454. The Culture and History of Mexico. 3 Hours.
This course surveys the major political, cultural, economic, social, and intellectual developments of Mexico from Pre-Columbian times to the present, and examines how Mexicans today interpret and celebrate their rich and diverse heritage.

HIST 460. Cultural History of Texas. 3 Hours.
This course is a study of the historical, political, and economic forces that have shaped the cultural identity of Texas from Native American prehistory through the Spanish conquest, republic independence, statehood, confederacy, and reconstruction to a major role in the emergence of the New South and the new economy.

HIST 462. Modern German History. 3 Hours.
This course examines the history of the German people from the unification process in the 19th century through dramatic history of war and reconstruction in the 20th century.

HIST 470. Twentieth Century Asia. 3 Hours.
This course is a survey of major political, social, and cultural forces that have shaped the history of Asia in the Twentieth Century.

HIST 489. Individual Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

HIST 490. Internship. 3 Hours.
The history internship offers students an opportunity to work in the Texarkana Museum System. Students will participate in a variety of tasks which will provide them an introduction to museum and archival work. To enroll, students must be History or Education majors, have an overall grade point average of 2.75 or higher, and have completed 15 SCH of college history courses with a grade point average of 3.00 or higher. Only currently enrolled students who are seeking a degree may apply for the internship course.

HIST 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.
Graduate Courses in History

HIST 500. Historiography. 3 Hours.
Historiography is the study of the principles, theory, and history of historical writing. The first half of this course examines historiography in the broadest sense of the word, with students reading about different perspectives and schools of analysis. The second half of this course focuses on historiography in its narrower sense, requiring students to research a variety of approaches, methods, and interpretations employed by historians on a particular topic. Based on their historiographic and bibliographic research of a selected topic, students are required to write a paper.

HIST 501. Methods and Principals of Historical Research. 3 Hours.
This course examines the methodology of historical research. Participants will research and write a paper on a selected topic.

HIST 510. Knights and Samurai: Medieval Warrior Cultures. 3 Hours.
Warrior elites are common in the history of human societies, especially during the medieval period of Europe and Japan. Students will study the ideological, social, cultural, religious, and political influences on the development of these cultures and will gain an understanding of how they developed, flourished, and decayed.

HIST 520. Readings in the History of Colonial American. 3 Hours.
Students will read books, write reviews, and critically evaluate research in the history of Colonial America.

HIST 525. The Decline and Fall of the Roman Empire. 3 Hours.
This course will focus on the Roman Empire and its neighbors in the Mediterranean world from the first through eight centuries A.D. Topics will include the conflict between paganism and Christianity, Constantine's conversion of classical culture, Rome and the barbarians, the military collapse of the western empire, asceticism and monasticism, women in late antiquity, and the origins of Islam. All of these topics will be considered within the framework of the end of the Roman empire, though students will have great latitude to develop research projects covering any topic within the period and scope of the course.

HIST 530. Readings in the History of the American Civil War. 3 Hours.
Students will read books, write reviews, and critically evaluate research in the political, social, and military history of the American Civil War.

HIST 535. Crusades, Councils, and King Arthur: Europe in 1215. 3 Hours.
1215 was a seminal year in the history of Europe. Three broad trends in medieval history and culture all reached a confluence around this date: the signing of the Magna Carta, the Fourth Lateran Council, the crusading movement, and the writing of the Lancelot-Grail cycle. Students will examine how each of these events came to be in their effects. This will allow careful study of medieval governance and law for both kings and the medieval church, as well as the development of medieval culture and literature.

HIST 550. The Vietnam War. 3 Hours.
Students will read books, write reviews, and critically evaluate research in the political, social, and military history of the Vietnam War.

HIST 555. American History and American Films. 3 Hours.
Students study how American films can be used to better understand American history and how some films have influenced American history.

HIST 557. Latin American History thru Films. 3 Hours.
The course examines Latin American history through cinema. It will provide background on certain historical events and analyze how films have portrayed and interpreted such events. To enhance analysis of the screened films, the assigned readings play an important role in the course.

HIST 570. Popes, Paupers, and Heretics: The Christian Church in the Middle Ages. 3 Hours.
The Christian church was one of the most important forces in the shaping of medieval Europe. This course will allow students to study the medieval church from a variety of perspectives. Topics covered will include rise of the Papacy, the development of monasticism, the office of the bishop, lay, piety, religious literature, and the codification of canon law and religious dogma. Students will learn that, far from the monolithic institution so often caricatured in later accounts, the medieval church was a vibrant institution, rife with internal arguments and tensions.

HIST 572. Colonial Spanish American. 3 Hours.
This course examines the social, economic, political, and religious forces that shaped colonial Latin America. Special emphasis will be given to the era of encounter and conquest, with later colonial eras examined in the second half of the course.

HIST 573. Readings in Mexican History. 3 Hours.
Students read a variety of materials to examine the social, cultural, economic, and political history of Mexico.

HIST 580. Asian History. 3 Hours.
Readings in the history of 20th century Asia study some of the religious, cultural, social, and political issues that influence 20th century Asian history. Students are required to read four books with sufficient proficiency to write an intellectually sound analysis. For three of the books, students will make an oral presentation and respond to class questions. Students will participate in colloquia in which their colleagues read books on similar topics. The goal is that all of the participants will have sufficient knowledge of a topic to inspire spirited verbal sparring in class. Class contributions will be evaluated.

HIST 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.
HIST 590. Internship. 3 Hours.
The history internship offers students an opportunity to work in fields of study associated with a master's degree in history. Students will participate in a variety of tasks which will provide them an introduction to fields of work in history.

HIST 597. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

Faculty
Dr. Craig Nakashian
Associate Professor
Email: craig.nakashian@tamut.edu

Dr. Michael Perri
Professor
Email: michael.perri@tamut.edu

Dr. Tom Wagy
Professor
Email: tom.wagy@tamut.edu

Bachelor of Arts-History
The Bachelor of Arts (BA) degree requires two years of the same foreign language (12 SCH) as part of the general-education requirements. Two years of study in the same foreign language in high school may substitute for the first year (6 SCH) of the same language at the university level. Students may not complete all bachelor's degrees as a BA. See the degree program listing for the programs that allow the BA option.

Degree Requirements
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<td>HIST 1302</td>
<td>United States History II (^7)</td>
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<tr>
<td>HIST 2321</td>
<td>World Civilization I (^7)</td>
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</tr>
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<td>HIST 2322</td>
<td>World Civilization II (^7)</td>
<td>3</td>
</tr>
<tr>
<td>HIST 419</td>
<td>American Social and Intellectual History</td>
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<tr>
<td>HIST 328</td>
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Bachelor of Science-History

Degree Requirements

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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Note: A minimum of 54 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.
Bachelor of Science-Kinesiology

Kinesiology is the study of human movement and physical activity as well as the overlapping mechanisms of human biomechanical, physiological, and psychological function. The Bachelor of Science in Kinesiology at A&M-Texarkana allows students to study human movement and physical activity and focuses on addressing human health problems associated with human performance, physical rehabilitation, and sport and exercise psychology. The program prepares students for careers in clinical, fitness, or educational settings or in research and industrial environments with population groups including athletes, children, and the elderly, and with persons with disability, injury, or disease.

Degree Requirements

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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Minimum Hours for Degree

Note: A minimum of 41 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.

Certifications

- Kinesiology Physical Education EC-12 (p. 225)

Undergraduate Courses in Kinesiology

KINE 1301. Foundations of Kinesiology. 3 Hours.
This course explores the broad spectrum of kinesiology as an academic discipline, fundamental concepts of movement, and physical activity. Specifically, this course is an introduction to the fundamental principles of human movement and their relationship to fitness and activity. The class also introduces students to the subdisciplines of kinesiology that relate to sport psychology/sociology, motor behavior/motor learning, biomechanics, exercise physiology, sport history, and sport pedagogy. The course is intended for entry-level students with career interests in human movement as it relates to motor performance, physical fitness, and sport-related activity.

KINE 1354. Concepts of Physical Activity. 3 Hours.
This course emphasizes the fundamental concepts of physical activity with a focus on the relationships of health, fitness, exercises, and athletic performance. Topics include information related to the need for continuing physical activity and its contribution to well-being, including procedures for assessing fitness levels in the various components of physical fitness and techniques used in developing physical fitness and optimal lifelong health and wellness among students. Physical activity is required.

KINE 2350. Physical Activity Skills I: Conditioning, Individual, and Dual Sports. 3 Hours.
The purpose of this course is to develop the techniques for sports conditioning and fundamental skills used in teaching individual/dual sports, recreational, and physical fitness activities. This course also focuses on the various stages of game skills development for a variety of activities. Physical participation is required.

KINE 2351. Physical Activity Skills II: Team Sports. 3 Hours.
The purpose of this course is to develop the techniques utilized in fundamental skills for team sports. Emphasis will be on developing the basic skills through observation, participation, and analysis of movement patterns appropriate for various skill levels. Students will be introduced to the basic skills of the selected team sports. Teaching considerations will be introduced throughout the semester regarding the instruction of team sports in physical education settings. Physical participation is required. Prerequisite: KINE 2350.

KINE 314. Teaching Methods in Physical Education I. 3 Hours.
A study of the movement approach to teaching physical education to elementary children with emphasis on developing content and methodology, teaching theories, and practices related to the learning of children's movement skills are discussed. Contents include the scientific basis for motor skill performance, curricular organization, and pedagogical methodology related to the elementary school physical education program. Students will engage in pre-practicum experience with children in an on-campus setting, focusing on improving teaching strategies and curriculum and teaching material development. Prerequisite: KINE 1354 and Junior/Senior standing.

KINE 315. Teaching Methods in Physical Education II. 3 Hours.
This is a course designed to enable the student to learn the processes of movements and skill acquisition of students in middle/secondary schools. Using state standards, it provides information related to curriculum selection and implementation of middle/secondary public school physical education programs. Students will demonstrate competencies in presentations utilizing various instructional strategies. Prerequisite: KINE 314 and Junior/Senior standing.

KINE 316. Administration of Kinesiology and Sports Programs. 3 Hours.
This course provides students with an understanding of the complexity involved in sport facility, event, and program management. An integrated study of the administration of traditional and contemporary kinesiology and athletic programs will be discussed. Philosophes and principles of the administration of kinesiology and athletic programs are applied to important areas such as personnel policies, leadership, facilities, equipment, record keeping, finance, legal implications, and program promotion. Prerequisite: Junior or Senior standing.

KINE 325. Exercise and Sport Psychology. 3 Hours.
This course is designed to give students an introduction to the important issues within the field of sports and exercise psychology. Students will obtain knowledge of theories, concepts, and intervention techniques of sport and exercises psychology. Topics covered will include the history of sport psychology, behavioral principles, anxiety and motivation theory applied to sport, team dynamics, psychological skills training, the psychology of sport injury, and psychological factors that can affect performance in sport, physical education, and exercise settings. In addition, students will be taught about psychological strategies and techniques that can be applied to prevent or enhance the impact of psychological and emotional factors in an exercise and sport context. Prerequisite: Junior status or instructor approval.
KINE 331. Motor Development. 3 Hours.
This course focuses on human motor development including motor pattern characteristics, human growth, perceptual motor development, and fitness development across the lifespan. Socio-cultural influences on motor development will also be discussed. Theories and models of motor development are also featured in this course. Topics include physical factors that influence growth, maturation, and aging, process underlying perceptual-motor performance, and the interpretation and applications of motor research to human movement. The course will engage students through lecture, laboratory work, and problem-based learning activities. Prerequisite: Junior standing.

KINE 332. Program Development/Management in Fitness Industries. 3 Hours.
This course provides students with skills needed to develop, implement, and manage programs in fitness industry. Emphasis will be placed on the knowledge and strategies essential to the development of successful health and fitness programs. The course also provides an overview of the principles and practices of promotions and marketing in corporate, commercial, and institutional fitness industry. Topics include sport marketing planning, market segmentation, and identification of target market, motivational techniques, and administrative considerations. Prerequisites: KINE 1301 and Junior standing.

KINE 334. Test and Measurement in Kinesiology. 3 Hours.
This course is designed to provide students with the basic concepts in statistics, measurement, and evaluation in the physical education and exercise sciences. The course incorporates the application and interpretation of descriptive and inferential statistics for quantitative research, school grading, and children's fitness evaluation. Students will utilize computer-based statistical programs for statistics analysis. In addition, knowledge of general considerations for test selection, construction, and evaluation will also be covered. The course will engage students through lecture and laboratory experiences. Prerequisite: MATH 1314 and Junior standing.

KINE 343. Exercise Physiology. 4 Hours.
This course studies physiological responses and adaptations to acute and chronic bouts of exercise with an emphasis on training techniques and enhanced physical performance. Topics include aerobic and anaerobic energy sources for muscular activity, physiology of muscle contraction, strength, and flexibility. The role of nervous system control of muscular activity will be explored along with pulmonary and circulatory physiology, gas exchange and transport, body composition, and weight control, as well as pediatric exercise physiology. Physiological effects of various physical activities on the human body will also be addressed. The course will engage students through lecture, laboratory experiences, and problem-based learning activities. Prerequisite: BIOL 2401 and Junior standing.

KINE 431. Introduction to Kinesiology Research Methods. 3 Hours.
This course is designed to familiarize students with major research methods that are applicable to health, physical education, and sports science. Research design, data collection, analysis, validity, research procedures, and report writing will be covered. The course satisfies both the laboratory requirement for sports science and physical education experience. Knowledge acquired in this course will assist students in understanding the nature of the research process and various types of research methods. Students will develop the skills necessary for conducting a research project in health, physical education, and sports science. The format of the course will be a mixture of lecture, discussion, reading, and writing. Students are expected to be able to use various research methods to successfully complete a small individual or group research project. Prerequisite: MATH 1314 and Junior standing.

KINE 432. Kinesiology and Biomechanics. 3 Hours.
This course will equip participants with knowledge of the essential mechanical concepts and principles that govern human movement within a context of physical education and sports science. Through lecture, laboratory experience, problem-solving activities, and other forms of learning in and outside the classroom, students will acquire practical biomechanical knowledge through the integration between the mechanical principles and the efficiency of human movement and interrelationships of biomechanics, musculoskeletal anatomy, and neuromuscular physiology. Prerequisite: BIOL 2401 and BIOL 2402.

KINE 435. Exercise and Chronic Diseases. 3 Hours.
This course is designed to study individuals with chronic and acute health problems that interfere with participating in physical education and leisure activities. Special exercise testing and exercise program design/implementation considerations for individuals with common chronic diseases and disabilities will be discussed. Basic pathophysiologies of various chronic diseases will be explored and studied. Prerequisite: KINE 343.

KINE 436. Motor Skills for Special Populations. 3 Hours.
This is an experiential course designed to introduce students to the world of adapted physical activity, leisure, and sports for individuals with special needs. Students will gain an overview of the various sports, recreational, and physical activities available in kinesiology setting. Students will be introduced to the basic theoretical and practical knowledge for adapting activities/equipment appropriately to meet the unique needs of a variety of special populations. Principles, guidelines, and strategies for motor skill, and activity instruction will be gleaned through hands-on participation, class discussions, and individual/group project. Practical considerations for conducting motor skills programs for individuals of all ages with disabilities will also be included. Prerequisite: KINE 331.

KINE 437. Internship in Kinesiology. 3 Hours.
The student internship is designed to help students to integrate and apply the knowledge and skills they have gained in earlier stages of the program to the real-life workplace environment and requirements. As an important learning experience, students will be expected to engage in reflection and analysis on their internship experience with regard to kinesiology and sports science. The internship provides practical experience of the challenges faced in the workplace and will assist students in making decisions regarding their career path. The students and the university supervisors will develop a contractual agreement which provides for a minimum of 120 clock hours of specific learning experiences on or off campus. Prerequisite: KINE 343, KINE 331, and Senior standing.
**KINE 443. Exercise Testing and Prescription. 4 Hours.**
This course provides the knowledge of how to assess aerobic capacity, cardiorespiratory endurance, muscular strength and endurance, flexibility, body fat, pulmonary function, and blood pressure and evaluate the results. Emphasis is placed on design and implementation of exercise programs for healthy and special populations based upon appropriate screening and evaluation procedures. The application of both laboratory and field-based tests will be covered in lectures and laboratories. The theory and practice of designing individualized and group exercise prescription is covered. The course includes clinical observation and laboratory experiences. Prerequisite: KINE 343.

**KINE 489. Individual Study. 1-4 Hours.**
This course provides individual instruction. Students may repeat the course when topics vary.

**Faculty**
Dr. Shihui Chen  
Associate Professor  
Email: schen@tamut.edu

**Bachelor of Science-Mass Communication**

Mass Communication is the mass production or mass distribution of news, art, entertainment, or persuasive messages intended for a large audience, in all media from print to corporate communications to independent online broadcasting — from the *Wall Street Journal* to Instagram. Our curriculum combines theory and practice to provide you with the breadth and depth of a liberal arts education and the hands-on production experience that will prepare you for the professional world.

If you enjoy writing, organizing information, engaging with media culture, and connecting with others, and you aspire to a meaningful livelihood communicating ideas, proposals, and useful information to readers, listeners, viewers, and audiences worldwide from your company, computer, or community, then mass communication is the career for you.

**What You’ll Learn from Us**
- How to inform, explain, influence, persuade, mediate, and negotiate
- Critical thinking and precise reasoning in legal and ethical mass media issues
- Effective oral, written, visual, and digital communication skills
- Media literacy skills in analyzing the influence of mass communication on citizens and society
- A historical understanding of the evolution of media industries and technology that will assist you in mapping cultural change and allow you to take an active and responsible role in shaping our contemporary media culture
- The theoretical and practical principles of public relations and advertising
- The theory and practice of publication design and layout (including the Adobe Creative Suite, Adobe Photoshop, and WordPress)
- The theoretical and practical principles of multimedia production (including the Adobe Creative Suite and Adobe Premiere)

As a mass communication major, you will earn a Bachelor of Science in Mass Communication from a university system with a stellar national and international reputation. Your degree will prepare you to work in many fields of mass communication or to continue studies in a graduate program.

In general, you will learn about the world of mass media, polish verbal and writing skills, devise public relations campaigns, write news stories, research topics from advertising and politics to comic books and video games, or create ads, magazine layouts, and even short films.

The first course, Introduction to Mass Communication, will survey all mass media and communication industries so you can decide to focus on the ones that interest you the most. Required courses in media writing, media law and ethics, mass communication theory, and research methods, will provide a professional foundation for any specialization studied through elective courses in advertising, broadcasting, journalism, media studies, or public relations.

**What You’ll Do Here**
Mass Communication majors will have many professional development opportunities, including (but not limited to):
- writing for our digital campus newspaper *Eagle Eye*, or starting a multimedia blog
- studying the history of American film and television and providing coverage of a film festival;
- devising an advertising strategy for an area business;
- producing short films or graphic design work to establish a professional portfolio; and
- working in public relations to contribute to a Texarkana non-profit organization.
Graduates of our program have produced marketing materials for the university, programmed a weekly film series with guest speakers, contributed to an A&M-Texarkana graphic design showcase, and took a trip to the Turner Classic Movies Film Festival in Los Angeles. And our Mass Communication Club has competed at the Texas Intercollegiate Press Association convention and been awarded Student Organization of the Year.

**Mass Communication Careers**

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<td>Events Manager</td>
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Interested?

Please contact Dr. Kevin Ells at (903) 223-3040 / kevin.ells@tamut.edu (kevin.ells@tamut.edu) OR Dr. Drew Morton at (903) 223-3033 / drew.morton@tamut.edu. You may also visit the Mass Communication (http://www.tamut.edu/Academics/Colleges-and-Departments/CELA/Academic-Programs/Mass%20Communication) website for additional information.

**Degree Requirements**

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<tr>
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<td>MAJOR CORE REQUIREMENTS</td>
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<td><strong>Students MUST earn a grade of “C” or better in all coursework in the MCOM major or minor</strong></td>
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<tr>
<td>MCOM 1307</td>
<td>Introduction to Mass Communication (^5)</td>
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<tr>
<td>MCOM 2310</td>
<td>Media Writing</td>
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<td>MCOM 300</td>
<td>Mass Communication Theory</td>
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<tr>
<td>MCOM 305</td>
<td>Media Law and Ethics</td>
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<td>MCOM 350</td>
<td>Mass Communication Research Methods</td>
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<tr>
<td>MCOM 490</td>
<td>Internship in Mass Comm (EL)</td>
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<tr>
<td><strong>Students must select 24 semester credit hours in Mass Communication electives from any of the following areas:</strong> (^6)</td>
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<tr>
<td>MCOM 2340</td>
<td>Introduction to Public Relations</td>
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<tr>
<td>MCOM 2350</td>
<td>Principles of Advertising</td>
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<tr>
<td>MCOM 380</td>
<td>Advanced Professional Communication</td>
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<td>MCOM 425</td>
<td>Case Studies in Advertising</td>
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<td>MCOM 430</td>
<td>Public Relations Campaigns</td>
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<tr>
<td>MCOM 2330</td>
<td>Introduction to Media Production</td>
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<tr>
<td>MCOM 2360</td>
<td>Publication Design and Production</td>
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<tr>
<td>MCOM 411</td>
<td>Advanced Editing, Layout and Design</td>
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### Bachelor of Science - Mass Communication

**News and Feature Writing**
- MCOM 310: Advanced News Writing and Reporting
- MCOM 312: Photojournalism
- MCOM 410: Feature Writing
- MCOM 412: Copy Editing
- MCOM 420: Advanced Photojournalism

**Film and Media Studies**
- MCOM 2370: Introduction to American Film History
- MCOM 2380: Introduction to International Film
- MCOM 418: Concepts in Classical Film
- MCOM 419: Popular Culture and Mass Communication

**Broadcast Production**
- MCOM 306: Broadcast Radio News Production
- MCOM 311: Television News Production
- MCOM 315: Writing for Broadcast
- MCOM 416: Television Production

**Other MCOM electives (not offered on a regular basis)**
- MCOM 1111: Film Appreciation
- MCOM 1112: The Art of the Comic Book
- MCOM 1113: Communication in Today's Media Saturated World
- MCOM 489: Independent Study
- MCOM 491: Research in Mass Communication
- MCOM 497: Special Topics in Mass Communication

**Minor Requirements**
- Minimum 18 semester credit hours in an approved, existing minor program from this or another college

**Electives (as needed to satisfy minimum degree requirements including 45 semester credit hours of Upper Division Coursework)**

**Total Hours**

Note: A minimum of 45 upper division hours are required for this degree. Resident credit totaling 25% of the total hours is required for the degree.

### Undergraduate Courses in Mass Communication

**MCOM 1111. Film Appreciation. 1 Hour.**
Despite its longevity in our culture, the cinema is generally appreciated by the public as "successful" when it provides entertainment. This one-credit seminar will analyze film appreciation beyond "two-thumbs up" and the Rotten Tomato meter. While film appreciation is often subjective, it takes critical thinking, clear communication skills, and a historical understanding of the medium to provide it with substance.

**MCOM 1112. The Art of the Comic Book. 1 Hour.**
The American comic strip and its long-form successors - the comic book and the graphic novel - have only recently experienced a shift from the cultural gutter to the stars. This one-credit seminar will analyze this cultural evolution through a historical cultural emphasis while accounting for the narrative and stylistic developments of the medium.

**MCOM 1113. Communication in Today's Media Saturated World. 1 Hour.**
This one-credit seminar involves students in discussions and readings about media and communication in the 21st Century.

**MCOM 1307. Introduction to Mass Communication. 3 Hours.**
Introducing the fields of mass communication, this course surveys theory, law and ethics, history, social implications, and mass media industries.

**MCOM 2310. Media Writing. 3 Hours.**
Students will practice writing mechanics and apply writing skills to journalism, public relations, advertising, and broadcasting.

**MCOM 2330. Introduction to Media Production. 3 Hours.**
This course provides an introduction to video production in the context of film history and film as an artistic medium.

**MCOM 2340. Introduction to Public Relations. 3 Hours.**
Students will learn how to gather, analyze, organize, synthesize, and communicate information needed in the public relations profession.
MCOM 2350. Principles of Advertising. 3 Hours.
An examination of the role of advertising and how an advertising agency functions, this course surveys global issues impacting advertising and the increasingly global nature of advertising campaigns as well as the role of diverse cultures in selecting and targeting ad campaigns.

MCOM 2360. Publication Design and Production. 3 Hours.
A detailed overview of mass media publication design and production processes and techniques is provided in this course.

MCOM 2370. Introduction to American Film History. 3 Hours.
Students will study the technology, the industrial structures, the personnel, and the films that have marked the evolution of cinema in America from 1890s to the contemporary period from silent shorts, through the rise and fall of the Hollywood studio system, to the period of conglomeration and convergence that currently defines the industry.

MCOM 2380. Introduction to International Film. 3 Hours.
Students will study the technology, the industrial structures, the personnel, and the films that have marked the evolution of cinema internationally from the 1890s to the contemporary period from silent shorts to direct engagement and competition with Hollywood. Subtopics include Russian Formalism, German Expressionism, French Surrealism, Italian neo-Realism, the French New Wave, and the international rise of the art cinema in the 60s and 70s.

MCOM 289. Independent Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

MCOM 300. Mass Communication Theory. 3 Hours.
This course investigates the dominant theories of mass and mediated communication processes and effects, and the functions of theories in social scientific research related to media. Prerequisite: MCOM 1307 with a minimum grade of C, or concurrently with permission of instructor.

MCOM 305. Media Law and Ethics. 3 Hours.
The influence of constitutional rights, statutory restrictions, court precedents, self-imposed and public restrictions on news coverage and ethics of journalism will be examined in this course. Prerequisite: MCOM 1307 with a minimum grade of C, or concurrently with permission of instructor.

MCOM 306. Broadcast Radio News Production. 3 Hours.
An introduction to techniques of gathering, analyzing, and writing news and features for broadcast, this course also offers practice in interviewing, observation, and use of documentary references that include computer information retrieval and analysis skills. Prerequisite: MCOM 1307 with a minimum grade of C.

MCOM 310. Advanced News Writing and Reporting. 3 Hours.
This course is an advanced study in the methods used in gathering and writing news. Prerequisite: MCOM 2310 with minimum grade of C.

MCOM 311. Television News Production. 3 Hours.
Reporting, preparing, and presenting news for television will be practiced, along with discussion and practice in writing, videotaping and editing news for TV. This course also analyzes the use of photographs and graphics as visuals, the use of sound in TV news, and ethical challenges of the TV reporter and editor. Prerequisite: MCOM 1307 with a minimum grade of C.

MCOM 312. Photojournalism. 3 Hours.
This introductory photojournalism course focuses on the basics of light, camera operation, and the use of chemical and digital darkrooms, including spot news and feature photography as well as instruction in ethics, privacy and law. Prerequisite: MCOM 1307 with a minimum grade of C.

MCOM 315. Writing for Broadcast. 3 Hours.
Principles of writing for radio and television will be examined. Students will practice writing commercials, underwriter announcements, public service announcements and news. Prerequisite: MCOM 2310 with minimum grade of C.

MCOM 316. International Field Study in Journalism. 3 Hours.
Students will become familiar with media and political systems of another country. Ten-day travel to the country will be required. Course may be repeated one time for a different country of study. Prerequisite: MCOM 1307 with a minimum grade of C; course also requires travel outside of the United States.

MCOM 350. Mass Communication Research Methods. 3 Hours.
This course explains essential research skills required in mass communication professions, including fact-checking, source verification, interviewing, and basic statistical analysis. Prerequisite: MCOM 1307 with a minimum grade of C, or concurrently with permission of instructor.

MCOM 380. Advanced Professional Communication. 3 Hours.
As students progress in their professional careers, advanced public speaking and presentations may be key to their success. This course will help students prepare and deliver presentations typical of governmental, business, educational and civil settings with focus on interview skills and intercultural communication.

MCOM 410. Feature Writing. 3 Hours.
This course provides an introduction to the world of the magazine and what it takes to participate in that world as professionals with focuses on researching subjects in depth and long-form article writing. Prerequisite: MCOM 2310 with a minimum grade of C.

MCOM 411. Advanced Editing, Layout and Design. 3 Hours.
This course provides advanced layout and design skills required for Mass Communication professionals. Prerequisite: MCOM 2360 with a minimum grade of C.
MCOM 412. Copy Editing. 3 Hours.
This course covers editing for various media including the Web, broadcast, newspapers, magazines and corporate publications. Prerequisite: MCOM 2310 with a minimum grade of C.

MCOM 415. News Analysis and Opinion Writing. 3 Hours.
This study of editorials, commentary, reviews, news analysis, and criticism examines editorial boards, generating ideas for columns and writing books, theater and film criticism. Prerequisite: MCOM 2310 with a minimum grade of C.

MCOM 416. Television Production. 3 Hours.
The fundamentals of video production in a multi-camera studio and Electronic Field Production (EFP) environment are provided, including pre-production, production, direction and editing, including functions and responsibilities of the production crew and the equipment. Prerequisite: MCOM 1307 with a minimum grade of C.

MCOM 417. Advanced Video Production. 3 Hours.
This seminar deals with the theory of film and a practicum that results in a series of videographic criticism that brings together the theoretical readings of the course, a research subject, and film production technology. Students are expected to critically engage with readings in essay format and in in-class discussion and to utilize them as a philosophical foundation for their visual essay.

MCOM 418. Concepts in Classical Film. 3 Hours.
Theories of film that marked the first fifty years of the field of Cinema Studies are discussed in this course. Topics and authors include: film language and film form (Sergei Eisenstein, Andre’ Bazin), the relationship between film and reality (Siegfried Kracauer, Bazin), Film as a narrative art form (Tom Gunning, David Bordwell), authorship and genre (Andrew Sarris, Peter Wollen, Thomas Schatz, Leo Braudy, Rick Altman, and Robin Wood), and psychology and ideology (Christian Metz, Laura Mulvey).

MCOM 419. Popular Culture and Mass Communication. 3 Hours.
Theories of media studies that have broadened the scope of the field in the past thirty years are discussed in this course. Topics and authors include: comics studies (Scott McCloud), fan culture (Henry Jenkins), gender (Lynn Spigel), new media (Lev Manovich), race (Aniko Bodrogkozy, Herman Gray), and television (John Caldwell, Raymond Williams).

MCOM 420. Advanced Photojournalism. 3 Hours.
Students will prepare for professional opportunities in print and new media. Students will learn to photograph news, portraits, features, and sports. Students will also become proficient in Adobe Photoshop. Prerequisite: MCOM 1307 with a minimum grade of C.

MCOM 425. Case Studies in Advertising. 3 Hours.
This course will introduce students to how paid advertising and unpaid media relations campaigns are planned, budgeted, and controlled. Prerequisite: MCOM 1307 and MCOM 2340, or MCOM 2350 with a minimum grade of C.

MCOM 430. Public Relations Campaigns. 3 Hours.
The development and presentation of a complete communication plan for a community organization is required in this course, with emphasis on researching public relation problems and opportunities, developing campaign objectives, planning public relations strategies and tactics, and specifying measures and approaches for evaluating campaign accomplishments. Theories, concepts, and techniques of public relations will be integrated into each campaign. Prerequisite: MCOM 1307 and MCOM 2340, or MCOM 2350 with a minimum grade of C.

MCOM 489. Independent Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

MCOM 490. Internship in Mass Communication (EL). 3 Hours.
This is a field-based course in which students have an opportunity to apply and demonstrate writing, editing, public relations, advertising, and layout and design skills in a real world setting. This course integrates the principles of Experiential Learning and meets criteria for internship. Prerequisite: MCOM 1307 with a minimum grade of C; enrollment limited to MCOM majors with senior status, except with instructor permission.

MCOM 491. Research in Mass Communication. 3 Hours.
This is a supervised course tailored to specific student interests. This course will give students opportunities for independent research, reading, and experimentation on relevant issues in mass communications.

MCOM 497. Special Topics in Mass Communication. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary. Prerequisite: MCOM 1307 with a minimum grade of C.

Faculty
Dr. Kevin Ells
Associate Professor
Email: kevin.ells@tamut.edu

Dr. Drew Morton
Associate Professor
Email: drew.morton@tamut.edu
Bachelor of Science-Nursing (Traditional Track)

The BSN - traditional track is a four-year Bachelor of Science in Nursing Degree program. The program will prepare the graduate for professional nursing practice and eligibility to take the registered nurse licensure examination.

The BSN traditional track requires 120 semester credit hours (SCH).

- 60 SCH in prerequisite and core courses
- 60 SCH in nursing courses

Students must complete the prerequisite and core coursework prior to being accepted into the nursing program.

BSN Traditional Track Requirements:

- Full admission to Texas A&M University-Texarkana
- Completion of all core, required courses as designated on the degree plan
- Science courses must be within the last 5 years (BIOL 2401, 2402, 2405, CHEM 1305)
- Admission application to the Department of Nursing
  - Overall GPA of 2.8
  - Average GPA of 2.8 in all Science, Math & Psychology courses, and the Junior year prerequisite nursing courses.
- Initial TEAS scores (no retakes)
  - Math: 64%
  - Reading: 72%
Additional Requirements for International Applicants

International applicants with foreign transcripts must follow the policies and procedures (http://www.tamut.edu/Admissions/Apply/International/International%20Admissions.html) for international students as outlined by the University. Applicants whose native language is not English are required to submit proof of English proficiency, which is satisfied by:

- a minimum TOEFL score taken within the previous two years of:
  - 550 for paper-based testing (p-BT), or
  - 213 computer-based testing (c-BT), or
  - 79 internet-based testing (i-BT)

These scores must be sent directly from ETS to the University, and the test must have been taken within the two-year period prior to enrollment.

The Baccalaureate Degree in Nursing and the Master's Degree in Nursing at Texas A&M-Texarkana are accredited by the Commission of Collegiate Nursing Education, http://www.aacn.nche.edu/ccne-accreditation.

### Degree Requirements

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>HSCI 1323</td>
<td>Nutrition and Health</td>
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<tr>
<td>NURS 331</td>
<td>Pathophysiology</td>
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<td>NURS 332</td>
<td>Professional Concepts</td>
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<td>NURS 333</td>
<td>Pharmacology in Nursing</td>
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<td>NURS 334</td>
<td>Health Assessment Across the Lifespan</td>
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<td>NURS 336</td>
<td>Evidence Based Practice</td>
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<tr>
<td>NURS 357</td>
<td>Mental Health Nursing</td>
<td>5</td>
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<tr>
<td>NURS 365</td>
<td>Fundamentals of Nursing Practice</td>
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<tr>
<td>NURS 368</td>
<td>Adult Health Nursing I</td>
<td>6</td>
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<tr>
<td>NURS 426</td>
<td>Issues in Professional Nursing</td>
<td>2</td>
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<td>NURS 431</td>
<td>Nursing Care of the Older Adult</td>
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<td>NURS 455</td>
<td>Community Health Nursing</td>
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<td>NURS 462</td>
<td>Adult Health Nursing II</td>
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<td>NURS 463</td>
<td>Maternal Child Health</td>
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<tr>
<td>NURS 464</td>
<td>Leadership and Management in Nursing</td>
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**Other Requirements**

- MATH 1342 Elementary Statistical Methods
- or PSYC 2317 Statistical Methods in Psychology
- PSYC 2301 General Psychology

3sch Mathematics from:

- MATH 1314 College Algebra
- MATH 1324 Mathematics for Business and Social Sciences I
- MATH 2412 Pre-Calculus
- MATH 2413 Calculus I

**Support Courses**

- CHEM 1305 Introductory Chemistry
- BIOL 2401 Human Anatomy and Physiology I
- BIOL 2402 Human Anatomy and Physiology II
- BIOL 2405 Introduction to Microbiology
- PSYC 2314 Lifespan Growth and Development

**Electives**

Take as needed to meet minimum degree requirements

**Minimum Hours for Degree**

120

1 Upper Division Courses in Major must be completed with a grade of C or higher
2 Satisfies Core Curriculum
Science courses must be within 5 years from the date of admission to the nursing program.

Note: A minimum of 54 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.

Undergraduate Courses in Nursing

NURS 301. Professional Nursing Practice. 3 Hours.
The emphasis of the course is on transitioning from technical to professional practice and exploration of the professional practice role. Professional nursing is examined from historical and contemporary perspectives and philosophical and theoretical foundations. The student is introduced to collaborative practice, health policy, health economics, health promotion, informatics, and life-long learning. Prerequisite: None.

NURS 302. Health Assessment Across the Life Span for the RN. 3 Hours.
This course builds on the student's prior knowledge to further develop history taking and physical assessment skills. An emphasis is placed on health and cultural assessment of individuals and families across the life span. Application of critical analysis in situations of health and deviations from health will be explored. Prerequisite: None.

NURS 303. Leadership and Management in Nursing Practice. 4 Hours.
Assessment and analysis of a real work problems, assessment of the work environment, and development of a proposed solution, as well as principles of client education, are included.

NURS 304. Evidence Based Practice in Nursing for the RN. 3 Hours.
This course provides a foundation of research concepts, types of evidence, and research methods. The student will apply this foundation to framing clinical questions and retrieval and interpretation of research findings. The importance of patient needs and preferences will be stressed in the application of evidence to clinical practice. An emphasis will be placed on the ethical basis and policies for research with human subjects.

NURS 305. Professional Nursing Practice with Individuals and Families for the RN. 4 Hours.
This course will discuss the continuum of care across individuals and families with an emphasis on transition from acute care settings to outpatient care. Nursing care will emphasize a holistic approach in the prevention of disease and promotion of health of individuals and families. SCH 4 [3 SCH didactic: 1 SCH clinical (45 clock hours)].

NURS 317. Pathophysiology for Nurses. 3 Hours.
The major focus of this course is for nurses to understand the pathophysiological basis for disease processes in adults and children. Central concepts will address symptoms, treatment, prognosis, and case studies. The major direction of the course will be on clinical application of findings that underlie the pathogenesis of the disease process.

NURS 322. Professional Concepts. 2 Hours.
This course will provide the student an introduction to the concepts and competencies basic to professional nursing practice. The development of professional nursing will be examined from historical and contemporary perspectives and philosophical and theoretical foundations. Selected concepts pertinent to the practice of professional nursing will be explored. Prerequisite: Provisional admission to the nursing program.

NURS 331. Pathophysiology. 3 Hours.
The course will focus on the pathology, pathophysiology, etiology, and symptomatology of common diseases from a cellular, system, and multi-system perspective. The student will consider the influence of genetics, environment, and cultural influences on the development of pathophysiology. Prerequisite: Provisional admission to the nursing program.

NURS 332. Professional Concepts. 3 Hours.
This course will provide the student an introduction to the concepts and competencies basic to professional nursing practice. The development of professional nursing will be examined from historical and contemporary perspectives and philosophical and theoretical foundations. Selected concepts pertinent to the practice of professional nursing will be explored.

NURS 333. Pharmacology in Nursing. 3 Hours.
The emphasis of this course is to prepare the nurse to administer drugs safely using key pharmacological concepts, knowledge or prototypes, and drug calculation skills within the framework of the nursing process and the regulatory environment. Prerequisite: NURS 331 and NURS 322.

NURS 334. Health Assessment Across the Lifespan. 3 Hours.
The student will develop the knowledge and skill to perform a holistic health history and health assessment of individuals. The emphasis will be on the differentiation of normal findings from abnormal findings. The student will practice skills in the laboratory. Prerequisite: NURS 331 and NURS 322. Corequisite: NURS 365.

NURS 336. Evidence Based Practice. 3 Hours.
The student will develop a beginning approach of basing nursing practice on evidence. The student will learn to locate, assimilate, and analyze evidence, determining the appropriateness of the evidence for current clinical practice. The student will engage the patient and/or family in decision-making related to care. An emphasis on legalities and ethics of research will be threaded throughout. Prerequisite or Corequisite: NURS 365.

NURS 357. Mental Health Nursing. 5 Hours.
This course prepares the student to apply evidence based approaches and knowledge of human behavior while promoting mental health issues in a variety of settings. Emphasis will be placed on the following concepts: therapeutic communication skills, therapeutic use of self, cultural care, ethical and legal influences, and principles of quality and safety. The impact of health care policy and legislation in the provision of mental health nursing will be explored. Prerequisite: NURS 365.
NURS 365. Fundamentals of Nursing Practice. 6 Hours.
Students are introduced to the direct care of adult patients through application of the concepts of caring, critical thinking, and professional standards of practice. Principles of safety, infection control, psychosocial care concepts, and physical care concepts form the foundation of nursing interactions and interventions and the development of basic nursing skills in the laboratory and clinical settings. Beginning principles of priority setting are incorporated. Prerequisite: NURS 331 and NURS 322. Corequisite: NURS 333 and NURS 334.

NURS 368. Adult Health Nursing I. 6 Hours.
Students are introduced to the direct care of adult patients through application of the concepts of care, critical thinking, and professional standards of practice. Principles of safety, infection control, psychosocial care concepts, and physical care concepts form the foundation of nursing interactions and interventions and the development of basic nursing skills in the laboratory and clinical settings. Beginning principles of priority setting are incorporated. Prerequisite: NURS 365.

NURS 402. Adult Health Nursing II. 6 Hours.
This course builds on the foundation of physical and psychological sciences, systems theory, and complexity theory in the development of leadership and management skills. Emphasis will be placed on analyzing real work problems, assessing the work environment, and developing a proposed solution based on evidence.

NURS 406. Community Health Nursing Practice for the RN. 5 Hours.
This course introduces community-based nursing care of individuals, families, and populations. Issues of health promotion, primary disease prevention, and management of chronic health problems in community settings will be explored. 5 SCH [4 SCH didactic, 1 SCH clinical (90 clinical clock hours)].

NURS 407. Quality Care and Patient Safety in Professional Nursing Practice for the RN. 2 Hours.
This course will prepare the student to function as a member of an interdisciplinary health care team to use quality improvement concepts, processes, and outcome measures within various health care settings. The emphasis will be on provision of a safe caring environment for healthcare delivery. SCH 2. Prerequisite: None.

NURS 411. Pathophysiology for the Registered Nurse. 3 Hours.
The focus of this course is to provide the pathophysiological basis for disease processes in adults and children. Central concepts will address symptoms, treatment, and prognosis. This course will focus on the clinical application of findings that underlie pathogenesis and provide a basis for evidence based practice.

NURS 426. Issues in Professional Nursing. 2 Hours.
This course will emphasize the synthesis of the professional role of the registered nurse, including critical thinking and clinical reasoning in the application of professional values, ethics and legalities, health policy and regulations, evidence-based practice, and commitment to life-long learning. Current trends and issues within the profession will be discussed. Principles of collaborative care, health disparities, cultural and ethnic differences, genetics, ethics and legal aspects of care, cost, and safety are threaded throughout the course. Prerequisite: NURS 462, NURS 463, and NURS 431. Prerequisite or Corequisite: NURS 464 and NURS 455.

NURS 431. Nursing Care of the Older Adult. 3 Hours.
The emphasis in this course is on individualizing care to maximize health and adapt to chronic diseases of the older adult, support of caregivers, and coping with grief, loss, death, and dying. The professional role of the nurse is considered from the perspective of ethics/legalities, interprofessional collaboration, transitional care, and policy and regulations. The content is designed in the context of the Recommended Baccalaureate Competencies for Nursing Care of Older Adults by the AACN and the John A Hartford Institute of Geriatric Nursing. Prerequisite: NURS 368.

NURS 432. Certification in Specialty Nursing Practice. 3 Hours.
This course is designed to assist the student in qualifying and passing a nationally recognized nursing specialty exam approved by the nursing advisor or program director. The student will review advanced knowledge in the field related to biological, psychosocial, research, and policy issues related to the area of practice. Examples of approved certifications include CCRN (Critical Care Registered Nurse), CEN (Certified Emergency Nurse), Certified Medical-Surgical Nurse, or Certified Obstetric Nurse. Examples of unapproved certifications include PALS, ACLS, and TNCC.

NURS 455. Community Health Nursing. 5 Hours.
This course introduces concepts of community health utilizing the population focused nursing process. Emphasis is on health promotion, risk reduction, and disease management in selected community settings. Principles of collaborative care, health disparities, cultural and ethnic differences, genetics, ethics and legal aspects of care, cost, and safety are threaded throughout the course. Prerequisite: NURS 462, NURS 463, and NURS 431.

NURS 462. Adult Health Nursing II. 6 Hours.
Building upon previously developed adult health knowledge and skills, the student plans, prioritizes, implements, and evaluates culturally appropriate, safe, and quality nursing care of adults with complex health problems. Principles of collaborative care, health disparities, cultural and ethnic differences, genetics, ethics and legal aspects of care, cost, and safety are threaded throughout the course. Prerequisite: NURS 368.

NURS 463. Maternal Child Health. 6 Hours.
This course focuses on the nursing care of childbearing women, children, and families. Emphasis is placed on the use of critical thinking skills to develop safe, evidence-based care that promotes, maintains, and restores health for women, children, and their families. Principles of collaborative care, health disparities, cultural and ethnic differences, genetics, ethics and legal aspects of care, cost, and safety are threaded throughout the course. Prerequisite: NURS 368.
NURS 464. Leadership and Management in Nursing. 6 Hours.
In this course the student is introduced to the process of leadership and management of human, information, and material resources to achieve safe, quality patient care. Emphasis is placed on delegation, supervision, and evaluation of care provided by others. Prerequisite: NURS 462, NURS 463, and NURS 431.

NURS 489. Individual Study. 1-5 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

NURS 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

NURS 499. Undergraduate Independent Research. 1-6 Hours.
This course is an independent research in Nursing conducted by a student under the guidance of a doctorally prepared Nursing faculty member of his or her choice. The student may conduct research in the clinical practice area and assist with literature searches, data gathering, data entry and analyses, and dissemination of results. The student is required to maintain a research journal and submit a project by the end of the semester and potentially make an oral presentation on the project. SCH and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: NURS 304 or by instructor consent.

Faculty
Karen Landry
Associate Professor
Email: klandry@tamut.edu

Sheila Moore
Assistant Professor
Email: smoore1@tamut.edu

Eugenia Sawyer
Instructor
Email: esawyer@tamut.edu

Bachelor of Science-Nursing (RN to BSN)
The Baccalaureate Degree in Nursing and the Master's Degree in Nursing at Texas A&M-Texarkana are accredited by the Commission of Collegiate Nursing Education, http://www.aacn.nche.edu/ccne-accreditation.

The RN-to-BSN offers an opportunity for a registered nurse with an associate degree in nursing to obtain a baccalaureate degree in nursing. The track provides a seamless articulation to the baccalaureate degree.

The RN-to-BSN track is designed for the student who has completed an initial course of study that has culminated in RN licensure. The RN-to-BSN program builds on that foundation to prepare the student for a baccalaureate level of practice that emphasizes basic leadership skills, scholarship, evidence-based practice, and health prevention and promotion in a constantly changing healthcare environment. The graduate is prepared as a generalist with the clinical reasoning skills to care for individuals, families, populations and communities across the lifespan.

Degree Requirements
Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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<tr>
<th>Code</th>
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<tr>
<td>Major Requirements</td>
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<tr>
<td>General Education Requirements (p. 55)</td>
<td>42</td>
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<tr>
<td>Transfer Nursing courses by validation/articulation counted as upper division credits</td>
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<tr>
<td>NURS 301</td>
<td>Professional Nursing Practice</td>
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<td>NURS 302</td>
<td>Health Assessment Across the Life Span for the RN</td>
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<td>NURS 304</td>
<td>Evidence Based Practice in Nursing for the RN</td>
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<td>NURS 305</td>
<td>Professional Nursing Practice with Individuals and Families for the RN</td>
<td>4</td>
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<td>NURS 403</td>
<td>Leadership and Management in Nursing Practice for the RN</td>
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<td>NURS 406</td>
<td>Community Health Nursing Practice for the RN</td>
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<td>NURS 407</td>
<td>Quality Care and Patient Safety in Professional Nursing Practice for the RN</td>
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<td>NURS 417</td>
<td>Pathophysiology for the Registered Nurse</td>
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<td>3sch Approved Upper Division Elective or NURS 432</td>
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<td>Other Requirements</td>
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Bachelor of Science-Nursing (RN to BSN)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>CHEM 1311 &amp; CHEM 1111</td>
<td>General Chemistry I and General Chemistry I (Lab)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1342</td>
<td>Elementary Statistical Methods</td>
<td>3</td>
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**Support Courses**

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PSYC 2314</td>
<td>Lifespan Growth and Development</td>
<td>3</td>
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<tr>
<td>BIOL 2401</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2402</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2405</td>
<td>Introduction to Microbiology</td>
<td>4</td>
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</table>

**Electives**

Take as needed to meet minimum degree requirements

**Minimum Hours for Degree**

120

Note: A minimum upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.

**Undergraduate Courses in Nursing**

**NURS 301. Professional Nursing Practice. 3 Hours.**
The emphasis of the course is on transitioning from technical to professional practice and exploration of the professional practice role. Professional nursing is examined from historical and contemporary perspectives and philosophical and theoretical foundations. The student is introduced to collaborative practice, health policy, health economics, health promotion, informatics, and life-long learning. Prerequisite: None.

**NURS 302. Health Assessment Across the Life Span for the RN. 3 Hours.**
This course builds on the student's prior knowledge to further develop history taking and physical assessment skills. An emphasis is placed on health and cultural assessment of individuals and families across the life span. Application of critical analysis in situations of health and deviations from health will be explored. Prerequisite: None.

**NURS 303. Leadership and Management in Nursing Practice. 4 Hours.**
Assessment and analysis of a real work problems, assessment of the work environment, and development of a proposed solution, as well as principles of client education, are included.

**NURS 304. Evidence Based Practice in Nursing for the RN. 3 Hours.**
This course provides a foundation of research concepts, types of evidence, and research methods. The student will apply this foundation to framing clinical questions and retrieval and interpretation of research findings. The importance of patient needs and preferences will be stressed in the application of evidence to clinical practice. An emphasis will be placed on the ethical basis and policies for research with human subjects.

**NURS 305. Professional Nursing Practice with Individuals and Families for the RN. 4 Hours.**
This course will discuss the continuum of care of individuals and families with an emphasis on transition from acute care settings to outpatient care. Nursing care will emphasize a holistic approach in the prevention of disease and promotion of health of individuals and families. SCH 4 [3 SCH didactic: 1 SCH clinical (45 clock hours)].

**NURS 317. Pathophysiology for Nurses. 3 Hours.**
The major focus of this course is for nurses to understand the pathophysiological basis for disease processes in adults and children. Central concepts will address symptoms, treatment, prognosis, and case studies. The major direction of the course will be on clinical application of findings that underlie the pathogenesis of the disease process.

**NURS 322. Professional Concepts. 2 Hours.**
This course will provide the student an introduction to the concepts and competencies basic to professional nursing practice. The development of professional nursing will be examined from historical and contemporary perspectives and philosophical and theoretical foundations. Selected concepts pertinent to the practice of professional nursing will be explored. Prerequisite: Provisional admission to the nursing program.

**NURS 331. Pathophysiology. 3 Hours.**
The course will focus on the pathology, pathophysiology, etiology, and symptomatology of common diseases from a cellular, system, and multi-system perspective. The student will consider the influence of genetics, environment, and cultural influences on the development of pathophysiology. Prerequisite: Provisional admission to the nursing program.

**NURS 332. Professional Concepts. 3 Hours.**
This course will provide the student an introduction to the concepts and competencies basic to professional nursing practice. The development of professional nursing will be examined from historical and contemporary perspectives and philosophical and theoretical foundations. Selected concepts pertinent to the practice of professional nursing will be explored.

**NURS 333. Pharmacology in Nursing. 3 Hours.**
The emphasis of this course is to prepare the nurse to administer drugs safely using key pharmacological concepts, knowledge or prototypes, and drug calculation skills within the framework of the nursing process and the regulatory environment. Prerequisite: NURS 331 and NURS 322.
NURS 334. Health Assessment Across the Lifespan. 3 Hours.
The student will develop the knowledge and skill to perform a holistic health history and health assessment of individuals. The emphasis will be on the differentiation of normal findings from abnormal findings. The student will practice skills in the laboratory. Prerequisite: NURS 331 and NURS 322. Corequisite: NURS 365.

NURS 336. Evidence Based Practice. 3 Hours.
The student will develop a beginning approach of basing nursing practice on evidence. The student will learn to locate, assimilate, and analyze evidence, determining the appropriateness of the evidence for current clinical practice. The student will engage the patient and/or family in decision-making related to care. An emphasis on legalities and ethics of research will be threaded throughout. Prerequisite or Corequisite: NURS 365.

NURS 357. Mental Health Nursing. 5 Hours.
This course prepares the student to apply evidence based approaches and knowledge of human behavior while promoting mental health issues in a variety of settings. Emphasis will be placed on the following concepts: therapeutic communication skills, therapeutic use of self, cultural care, ethical and legal influences, and principles of quality and safety. The impact of health care policy and legislation in the provision of mental health nursing will be explored. Prerequisite: NURS 365.

NURS 365. Fundamentals of Nursing Practice. 6 Hours.
Students are introduced to the direct care of adult patients through application of the concepts of caring, critical thinking, and professional standards of practice. Principles of safety, infection control, psychosocial care concepts, and physical care concepts form the foundation of nursing interactions and interventions and the development of basic nursing skills in the laboratory and clinical settings. Beginning principles of priority setting are incorporated. Prerequisite: NURS 331 and NURS 322. Corequisite: NURS 333 and NURS 334.

NURS 368. Adult Health Nursing I. 6 Hours.
Students are introduced to the direct care of adult patients through application of the concepts of care, critical thinking, and professional standards of practice. Principles of safety, infection control, psychosocial care concepts, and physical care concepts form the foundation of nursing interactions and interventions and the development of basic nursing skills in the laboratory and clinical settings. Beginning principles of priority setting are incorporated. Prerequisite: NURS 365.

NURS 403. Leadership and Management in Nursing Practice for the RN. 4 Hours.
This course builds on the foundation of physical and psychological sciences, systems theory, and complexity theory in the development of leadership and management skills. Emphasis will be placed on analyzing real work problems, assessing the work environment, and developing a proposed solution based on evidence.

NURS 406. Community Health Nursing Practice for the RN. 5 Hours.
This course introduces community-based nursing care of individuals, families, and populations. Issues of health promotion, primary disease prevention, and management of chronic health problems in community settings will be explored. 5 SCH [4 SCH didactic, 1 SCH clinical (90 clinical clock hours)].

NURS 407. Quality Care and Patient Safety in Professional Nursing Practice for the RN. 2 Hours.
This course will prepare the student to function as a member of an interdisciplinary health care team to use quality improvement concepts, processes, and outcome measures within various health care settings. The emphasis will be on provision of a safe caring environment for healthcare delivery. SCH 2. Prerequisite: None.

NURS 417. Pathophysiology for the Registered Nurse. 3 Hours.
The focus of this course is to provide the pathophysiological basis for disease processes in adults and children. Central concepts will address symptoms, treatment, and prognosis. This course will focus on the clinical application of findings that underlie pathogenesis and provide a basis for evidence based practice.

NURS 426. Issues in Professional Nursing. 2 Hours.
This course will emphasize the synthesis of the professional role of the registered nurse, including critical thinking and clinical reasoning in the application of professional values, ethics and legalities, health policy and regulations, evidence-based practice, and commitment to lifelong learning. Current trends and issues within the profession will be discussed. Principles of collaborative care, health disparities, cultural and ethnic differences, genetics, ethics and legal aspects of care, cost, and safety are threaded throughout the course. Prerequisite: NURS 462, NURS 463, and NURS 431. Prerequisite or Corequisite: NURS 464 and NURS 455.

NURS 431. Nursing Care of the Older Adult. 3 Hours.
The emphasis in this course is on individualizing care to maximize health and adapt to chronic diseases of the older adult, support of caregivers, and coping with grief, loss, death, and dying. The professional role of the nurse is considered from the perspective of ethics/legalities, interprofessional collaboration, transitional care, and policy and regulations. The content is designed in the context of the Recommended Baccalaureate Competencies for Nursing Care of Older Adults by the AACN and the John A Hartford Institute of Geriatric Nursing. Prerequisite: NURS 368.

NURS 432. Certification in Specialty Nursing Practice. 3 Hours.
This course is designed to assist the student in qualifying and passing a nationally recognized nursing specialty exam approved by the nursing advisor or program director. The student will review advanced knowledge in the field related to biological, psychosocial, research, and policy issues related to the area of practice. Examples of approved certifications include CCRN (Critical Care Registered Nurse), CEN (Certified Emergency Nurse), Certified Medical-Surgical Nurse, or Certified Obstetric Nurse. Examples of unapproved certifications include PALS, ACLS, and TNCC.
NURS 455. Community Health Nursing. 5 Hours.
This course introduces concepts of community health utilizing the population focused nursing process. Emphasis is on health promotion, risk reduction, and disease management in selected community settings. Principles of collaborative care, health disparities, cultural and ethnic differences, genetics, ethics and legal aspects of care, cost, and safety are threaded throughout the course. Prerequisite: NURS 462, NURS 463, and NURS 431.

NURS 462. Adult Health Nursing II. 6 Hours.
Building upon previously developed adult health knowledge and skills, the student plans, prioritizes, implements, and evaluates culturally appropriate, safe, and quality nursing care of adults with complex health problems. Principles of collaborative care, health disparities, cultural and ethnic differences, genetics, ethics and legal aspects of care, cost, and safety are threaded throughout the course. Prerequisite: NURS 368.

NURS 463. Maternal Child Health. 6 Hours.
This course focuses on the nursing care of childbearing women, children, and families. Emphasis is placed on the use of critical thinking skills to develop safe, evidence-based care that promotes, maintains, and restores health for women, children, and their families. Principles of collaborative care, health disparities, cultural and ethnic differences, genetics, ethics and legal aspects of care, cost, and safety are threaded throughout the course. Prerequisite: NURS 368.

NURS 464. Leadership and Management in Nursing. 6 Hours.
In this course the student is introduced to the process of leadership and management of human, information, and material resources to achieve safe, quality patient care. Emphasis is placed on delegation, supervision, and evaluation of care provided by others. Prerequisite: NURS 462, NURS 463, and NURS 431.

NURS 489. Individual Study. 1-5 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

NURS 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

NURS 499. Undergraduate Independent Research. 1-6 Hours.
This course is an independent research in Nursing conducted by a student under the guidance of a doctorally prepared Nursing faculty member of his or her choice. The student may conduct research in the clinical practice area and assist with literature searches, data gathering, data entry and analyses, and dissemination of results. The student is required to maintain a research journal and submit a project by the end of the semester and potentially make an oral presentation on the project. SCH and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: NURS 304 or by instructor consent.

Faculty
Karen Landry
Associate Professor
Email: klandry@tamut.edu

Sheila Moore
Assistant Professor
Email: smoore1@tamut.edu

Eugenia Sawyer
Instructor
Email: esawyer@tamut.edu

Bachelor of Science-Political Science

The Political Science Program at Texas A&M University-Texarkana emphasizes student engagement and success by providing academic excellence, a mixture of face-to-face and online classes, and assistance with career planning and placement. Our semester internship program places qualified students with local, state, and federal government administrators, elected officials, and judges. Our faculty and curriculum reflect the various substantive and methodological orientations within the discipline, providing courses in American (U.S.) Politics, Comparative Politics, International Relations, Political Theory, and Public Administration.

Political Science involves the study of political institutions, behavior, and theory in order to gain a deeper understanding of citizenship, resource distribution, and power. It is a discipline distinguished by its relevance to the modern world. Political Science develops students’ critical thinking and communication skills, and prepares them for careers in public administration, law, teaching, politics, elections, and research.

Degree Requirements
Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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<tr>
<th>Code</th>
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<th>Hours</th>
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<tr>
<td>GOVT 2301</td>
<td>American Government I: Federal &amp; Texas Constitutions</td>
<td>3</td>
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Select 9 semester credit hours from:

- PSCI 310 Introduction to Political Documentaries
- PSCI 390 Active Citizen Engagement (EL)
- PSCI 445 Public Opinion
- PSCI 450 Politics and Gender
- PSCI 455 Political Behavior
- PSCI 456 Politics and Religion
- PSCI 460 Political Parties and Elections
- PSCI 480 Violent Politics
- PSCI 481 Cyber-crime, Cyber-terror, and Hacktivism

Select 9 semester credit hours from:

- PSCI 315 Washington DC Civic Engagement Field Study
- PSCI 331 Introduction to Public Administration and Leadership
- PSCI 428 Intergovernmental Politics
- PSCI 440 Comparative Political Conflict
- PSCI 442 Disputes in International Relations
- PSCI 464 Congress
- PSCI 465 The Executive
- PSCI 490 Political Science Internship (EL)

Select 9 semester credit hours from:

- PSCI 300 Introduction to Political Theory
- PSCI 305 Introduction to Political Ideologies
- PSCI 320 Introduction to Constitutional Law
- PSCI 340 Introduction to Comparative Politics
- PSCI 350 Introduction to International Relations
- PSCI 395 Methods of Political Science Research
- PSCI 410 American Political Theory
- PSCI 426 Civil Rights and Civil Liberties
- PSCI 427 Public Law (EL)

Upper Division Political Science Electives

- PSCI 300. Introduction to Political Theory. 3 Hours.
  This course is an introduction to the history of Western political theory that surveys the work of major political thinkers from ancient Greece to the present. Along with introducing students to the classic literature of political thought, the course provides a vehicle for understanding political concepts such as justice, power, liberty, and equality.

- PSCI 305. Introduction to Political Ideologies. 3 Hours.
  This course is an introductory survey of selected ideologies. Topics may include liberalism, classical Marxism, communism, fascism, democratic socialism, conservatism, authoritarianism, African-American political thought, and gender ideologies. Ideologies' assumptions, justifications, and implications for political life will also be discussed.
PSCI 310. Introduction to Political Documentaries. 3 Hours.
This course provides an introduction to political documentaries. These research-based films address citizenship and power. Students will review and analyze political documentary films.

PSCI 315. Washington DC Civic Engagement Field Study. 3 Hours.
This course explores civic engagement and public service in the United States through visits in Washington DC to national civic organizations and representative institutions, and meetings with national elected public officials and civic organization leaders.

PSCI 320. Introduction to Constitutional Law. 3 Hours.
This introductory course provides an overview of civil society and constitutional law in United States. The course will cover the founding, Constitution, and Bill of Rights, as well as the development of law in areas such as speech, press, religion, privacy, search and seizure, and punishment.

PSCI 331. Introduction to Public Administration and Leadership. 3 Hours.
This course introduces and assesses public administration concepts and scholarship.

PSCI 340. Introduction to Comparative Politics. 3 Hours.
This course familiarizes students with the field of comparative politics, its key concepts and major theoretical approaches. The bulk of the course is a broad introduction to the major types of political systems in the modern world, including advanced industrial democracies of the West, transitional systems of Communist and post-Communist countries, and economically less developed nations.

PSCI 350. Introduction to International Relations. 3 Hours.
An examination of changes in the nature of the international community from the Treaty of Westphalia to the present, this course emphasizes the forces that produce cooperation and conflict among nations.

PSCI 390. Active Citizen Engagement (EL). 3 Hours.
This course provides a foundation for students to develop their civic participation skills by learning how to successfully improve society through the governmental process and working together to address existing political or social problems. This course integrates the principles of Experiential Learning (EL) and meets the criteria for undergraduate research.

PSCI 395. Methods of Political Science Research. 3 Hours.
This course is an introduction to the discipline of political science, including an examination of the development of political science and the methods and approaches used by contemporary political scientists to describe, explain, predict, and evaluate political phenomena.

PSCI 410. American Political Theory. 3 Hours.
This course provides an analysis of American political thought from colonial times to the present.

PSCI 426. Civil Rights and Civil Liberties. 3 Hours.
This course contributes to the student’s understanding of U.S. citizens’ constitutional civil rights and civil liberties.

PSCI 427. Public Law (EL). 3 Hours.
This course addresses and evaluates the establishment, justification, and development of U.S. constitutional law. This course integrates the principles of Experiential Learning (EL) and meets the criteria for undergraduate research.

PSCI 428. Intergovernmental Politics. 3 Hours.
This course addresses how the different levels of government (federal, state, and local) interact and accomplish practical goals, and how people participate in our intergovernmental political system.

PSCI 440. Comparative Political Conflict. 3 Hours.
This course examines political conflicts worldwide; focusing mainly upon contemporary issues, the course also explores the history and development of conflict and its scientific study. It is recommended PSCI 340 and PSCI 395 be taken before enrolling in this course. Prerequisite: None.

PSCI 442. Disputes in International Relations. 3 Hours.
This course examines modern issues in International Relations focusing on nation/state disputes, their origins, resolution processes, and theoretical methodologies explaining them. This course is reading and writing intensive; therefore, students must have college-level competency in written and spoken English, and PSCI 350 is recommended. Prerequisite: None.

PSCI 445. Public Opinion. 3 Hours.
This course is an accounting of the role of public opinion in the democratic politics of the United States.

PSCI 450. Politics and Gender. 3 Hours.
This course is meant to acquaint students with the core concepts, processes, and issues of politics and gender. The first portion of the course explores essential concepts: the actors, how gender politics are made, and the distribution of political power. The remaining sections of the course examine contemporary and future issues in the politics of gender. This is not a course in current events, although some reference will be made to current events in discussing the theories and topics covered in the course.

PSCI 455. Political Behavior. 3 Hours.
This course examines key aspects of American electoral politics and democracy.

PSCI 456. Politics and Religion. 3 Hours.
This is an introduction to a hotly debated topic in many political systems: the interaction between religion and politics. During the course, the student will examine the attempts by religious groups, movements, and interests to influence politics through agenda setting, lobbying, demonstrations, and electoral activities.
PSCI 460. Political Parties and Elections. 3 Hours.
This course provides a comprehensive review of American political parties and elections. Students will examine the historical development and contemporary nature of the major political parties. Exploration of the presidential election system will cover the different phases of the process, influences of money, the media, third parties, and possible reforms.

PSCI 464. Congress. 3 Hours.
This course provides an examination of the U.S. Congress. Areas of consideration will include the development of the legislative branch, congressional elections, representation, legislative structures and processes, leadership, and the making of public policy.

PSCI 465. The Executive. 3 Hours.
This course is a review of the executive branch of the United States, including the historical development, primary responsibilities, and decision making processes of the office, as well as contemporary relationships with the public, Congress, and policy making and implementation.

PSCI 480. Violent Politics. 3 Hours.
This course is an examination of historic and current trends in violent civil disruption from domestic and international sources.

PSCI 481. Cyber-crime, Cyber-terror, and Hacktivism. 3 Hours.
This course will provide the student with an overview of how digital crime and digital terrorism are framed within the network of our society. Our society has become so dependent of the virtual world that it has lent itself to be both the target and gateway for criminals, terrorists, and pranksters. The course will give the student an empirical examination into the politics on all sides of these issues.

PSCI 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

PSCI 490. Political Science Internship (EL). 3-6 Hours.
The political science internship course is designed to offer students an opportunity to work in the offices of local, state, or federal governments. Students will learn the kinds of services provided by the offices, expectations the electorate has of their public officials, and activities that occur in these offices. Students will be engaged in meaningful assignments that contribute to their understanding of democratic government. Prerequisite: To qualify for the internship program, a student must have a grade point average of 2.75 or higher, be currently enrolled in a degree program at A&M-Texarkana, and complete the internship application process. This course integrates the principles of Experiential Learning (EL) and meets the criteria for internship. The student also needs to have successfully completed PSCI 320, PSCI 331, PSCI 426, PSCI 427, or PSCI 428.

PSCI 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

Faculty
Dr. Gary Bugh
Professor
Email: gary.bugh@tamut.edu

Dr. Walter T. Casey II
Associate Professor
Email: walter.casey@tamut.edu

Psychology
Texas A&M University-Texarkana offers a Bachelor’s and Master’s degree in Psychology, as well as a Master’s degree in School Counseling and a Master’s degree in Clinical Mental Health (previously referred to as Licensed Professional Counseling).

The counseling faculty and psychology faculty at Texas A&M University-Texarkana is committed to providing students a quality education based upon academic rigor and integrity. Through intellectual engagement and critical discussion, students will receive a comprehensive education in order to more fully understand either the field of counseling or psychology and their many fascinating sub-disciplines.

Degrees
Bachelor of Arts (p. 173)
Bachelor of Science (p. 174)

Undergraduate Courses in Psychology
PSYC 2301. General Psychology. 3 Hours.
In this course students will be introduced to fields of study such as cognitive psychology, developmental psychology, abnormal psychology and clinical psychology. This course will also discuss the basic principles of learning, memory and motivation, as well as the classic theories that psychology is rooted upon.
PSYC 2308. Child Psychology. 3 Hours.
This course acquaints students with the basic principles and major issues influencing human development specific to infants and children. Theories and methods used to understand development will be discussed. Attention will be given to the social issues that affect our view of children and families, and special attention will be paid to the application of theories, methods and principles to working with children in the role of parent, caregiver and teacher. This course will provide meaningful scientific information in understanding child development and in providing practical principles for working with children. Prerequisite: PSYC 2301.

PSYC 2314. Lifespan Growth and Development. 3 Hours.
This course presents the growth and developmental stages of prenatal, birth, childhood, adolescence, young and middle adulthood, old age and death. It focuses on biological/genetic and environmental influences on cognitive, physical, and socioemotional/psychological development. Prerequisite: PSYC 2301.

PSYC 2317. Statistical Methods in Psychology. 3 Hours.
This course will discuss the concepts and statistical procedures of data analysis used in the behavioral sciences. In the course students will learn ways to describe data (descriptive statistics) and methods of evaluating hypotheses and testing psychological theories (inferential statistics) using examples from the psychological literature. Specific topics will include t-test, ANOVA, correlation, regression and non-parametric tests. Prerequisite: MATH 1314.

PSYC 289. Independent Study. 1-4 Hours.
This course is individualized instruction/research at lower undergraduate level in a specialized content area under the direction of a faculty member. Prerequisite: Consent of faculty, coordinator, or department chair.

PSY 301. Careers in Psychology. 3 Hours.
Introduces students to the world of psychology beyond the classroom. Students meet guest speakers who have completed a degree in psychology and who are currently employed in various occupations. Additionally, students learn interview skills, how to write a resume, and how to apply to graduate school. Prerequisite: PSYC 2301 or consent of instructor.

PSY 314. Social Psychology. 3 Hours.
This course surveys important methods, findings, and theories in the study of social influences on behavior and emphasizes different perspectives on the relation between individuals and society.

PSY 316. Abnormal Psychology. 3 Hours.
This course surveys the various types of abnormal behavior including adjustment disorders, personality disorders, schizophrenic disorders, anxiety disorders, and organic brain disorders. It also examines the origins and treatments of abnormal behavior as well as the various classifications schemas. Prerequisite: PSYC 2301.

PSY 317. Psychology of Personality. 3 Hours.
This course reviews the various approaches to the study of personality and considers the determinants, development, and assessment of personality. Prerequisite: PSYC 2301.

PSY 320. Psychology of Interpersonal Interaction. 3 Hours.
The course examines the processes of social interaction, using the perspective of psychological theory and research. Topics include the growth of relationships, love, social exchange, impression management, communication, jealousy, loneliness, and games people play. Techniques for improving interactions are considered. Prerequisite: Junior standing. (NOTE: This course replaces IS 320.).

PSY 325. Sport Psychology. 3 Hours.
This course will provide students with an overview of the theories and research related to sport and exercise behavior. Topics to be covered include the history of sport psychology, behavioral principles, anxiety, motivation, leadership, group dynamics, gender, and personality. This course will also be designed to relate these principles to exercise and sport performance. Prerequisite: PSYC 2301.

PSY 350. Learning and Behavior. 3 Hours.
This course presents basic information about various types of learning and describes general theoretical and practical approaches to understanding and improving learning and behavioral processes. Prerequisite: PSYC 2301.

PSY 400. Internship (EL). 3 Hours.
This class provides field experience in psychology within local agencies and facilities with on-site supervision together with classroom activities. The internship is structured to provide students with exposure to workplace settings where persons with baccalaureate degrees in psychology are employed. Sites include in-patient and out-patient mental health and mental retardation facilities, correctional facilities, and human service organizations. It is offered Fall and Spring semesters. Note: Students may apply for Internship during the semester prior to when they intend taking the course. Student workload will be evaluated with regard to maximum course load concurrent with Internship. May be taken twice for a total of 6 SCH. Preference will be given to first semester applicants. This course integrates the principles of Experiential Learning (EL) and meets the criteria for internships. Prerequisite: Senior standing and approval of instructor. Course is graded on Satisfactory (S) or Unsatisfactory (U) basis.

PSY 402. Experimental Psychology (EL). 3 Hours.
This course familiarizes the student with typical methods and techniques employed in psychological research. Students will perform psychophysical and other psychological experiments. This course integrates the principles of Experiential Learning and meets criteria for undergraduate research. Prerequisite: PSYC 2301 and PSYC 2317.
PSY 403. History of Psychology. 3 Hours.
History of Psychology introduces the major schools and systems of psychology as they have evolved and exist today. Prerequisite: PSYC 2301 and junior standing.

PSY 404. Industrial Psychology. 3 Hours.
PSY 404 examines the person in industrial/organizational system processes including recruitment, selection, promotion, training, performance appraisal, job satisfaction, work motivation, leadership, communication, job design, union/management relations, work conditions, human factors, and workplace ergonomics. Prerequisite: Junior standing.

PSY 406. Environmental Psychology. 3 Hours.
This course analyzes various aspects of the natural and built physical settings on human functioning and socialization. Prerequisite: PSYC 2301.

PSY 426. Introduction to Clinical and Counseling Psychology. 3 Hours.
This class reviews clinical and counseling psychology, its history, perspective, conceptual framework, and treatment modalities. Prerequisite: PSYC 2301.

PSY 440. Psychology of Addiction. 3 Hours.
This course studies the prominent theories of addiction and surveys the research literature related to the psychological aspects of addiction. Included is a description of commonly abused legal and illegal substances and a discussion of the difference between substance abuse and dependence. Consideration is given to prominent forms of intervention and treatment.

PSY 443. Psychology of Death and Dying. 3 Hours.
Students study the processes of dying and the influence of the threat of death on human behavior. Prerequisite: PSYC 2301.

PSY 445. Human Sexual Behavior. 3 Hours.
This class examines biological capabilities, psychological characteristics and social and cultural influences on human sexual behavior. (Cross listed with PSY 545.)

PSY 455. Brain and Behavior. 3 Hours.
Brain and Behavior examines the structure and functioning of the brain and of its many components down to the level of individual neurons. It looks at the development of the brain and the effects of drugs, disease, and injury. It provides an introduction to the processing of sensory information and control of movement by the brain. Prerequisite: PSYC 2301 and 6 SCH from the following: 3 SCH of which must be in biology (BIOL 1306 or BIOL 1307 or BIOL 1308 or BIOL 1309 or BIOL 2401 or BIOL 2402) and 3 SCH in (BIOL 1306 or BIOL 1307 or BIOL 1308 or BIOL 1309 or BIOL 2401 or BIOL 2402 or CHEM 1307 or CHEM 1311 or CHEM 1312 or PHYS 1301 or PHYS 1302 or PHYS 1315 or PHYS 1415 or PHYS 1417 or PHYS 2125 or PHYS 2126 or PHYS 2325 or PHYS 2326).

PSY 456. Sensation and Perception. 3 Hours.
This course explores how individuals perceive their surroundings by various sensory modalities and signal processing capabilities of the brain. Prerequisite: PSYC 2301 and 6 SCH from the following: 3 SCH of which must be in biology (BIOL 1306 or BIOL 1307 or BIOL 1308 or BIOL 1309 or BIOL 2401 or BIOL 2402) and 3 SCH in (BIOL 1306 or BIOL 1307 or BIOL 1308 or BIOL 1309 or BIOL 2401 or BIOL 2402 or CHEM 1307 or CHEM 1311 or CHEM 1312 or PHYS 1301 or PHYS 1302 or PHYS 1315 or PHYS 1415 or PHYS 1417 or PHYS 2125 or PHYS 2126 or PHYS 2325 or PHYS 2326).

PSY 465. Psychology of Aging. 3 Hours.
This course studies the theoretical and research literature related to the psychological aspects of aging. Consideration is given to changes in physical, perceptual, and cognitive processes as they affect vocational, social, and personal adjustment.

PSY 466. Cognitive Psychology. 3 Hours.
The student examines the study of thinking behaviors in humans and other higher animals including perception, categorization, reflection, self-awareness, communication, language, creativity, and other related topics. Prerequisite: PSYC 2301.

PSY 470. Psychology of Behavior Disorders. 3 Hours.
This class prepares students to diagnose psychological disorders using the current diagnostic manual. Videotape cases will be used to illustrate the various types of disorders. Attention will also be given to gathering relevant information from the clinical interview, psychometrics, and other sources to assist in the diagnostic process. Prerequisite: Admission to the Undergraduate Scholars Early Start Psychology Master's Program.

PSY 471. Psychological Theories of Learning. 3 Hours.
This course surveys the various theories of learning from classical and operant conditioning to cognitive developmental models and information processing. This course emphasizes application of appropriate theories to real life situations. Prerequisite: Admission into the Undergraduate Scholars Early Start Psychology Master's Program.

PSY 472. Behavior Modification. 3 Hours.
Examines the principles and techniques of behavior modification as it is applied to clinical, industrial and self-modification programs. Prerequisite: Admission into the Undergraduate Scholars Early Start Psychology Master's Program.

PSY 473. Advanced Psychological Statistics. 3 Hours.
This applied course is designed to foster students' understanding of the relationship between research methodology and statistical analysis. Students will learn how to determine which statistic is appropriate given the particular research design and will apply their knowledge of psychological statistics by analyzing and interpreting sets of data. Prerequisite: Admission into the Undergraduate Scholars Early Start Psychology Master's Program.
PSY 474. Research Literature and Techniques. 3 Hours.
Students will review and research studies produced by investigators in student's major field with emphasis on investigative and verification techniques employed. Demonstrate competence in using systematic research techniques by investigation and formal reporting of a problem. Prerequisite: Admission into the Undergraduate Scholars Early Start Psychology Master's Program.

PSY 475. Advanced Cognitive Psychology. 3 Hours.
Students will synthesize and analyze classic and contemporary readings in the cognitive sciences and apply their acquired knowledge of the subject to a variety of activities designed to provide firsthand experience in the field of cognitive psychology. Prerequisite: Admission into the Undergraduate Scholars Early Start Psychology Master's Program.

PSY 476. Advanced Physiological Psychology. 3 Hours.
This course examines the relationship between the brain and behavior. Students will study the anatomy of the central nervous system at a macroscopic and microscopic level, as well as the processes by which the nervous system interacts with the environment. Prerequisite: Admission into the Undergraduate Scholars Early Start Psychology Master's Program.

PSY 477. Human Growth and Development. 3 Hours.
This course examines physical, cognitive and psychosexual development across the human life span. Emphasis is given to the complex process that grows out of the interactions between a changing person and a changing world that continues throughout the entire life span. Prerequisite: Admission into the Undergraduate Scholars Early Start Psychology Master's Program.

PSY 478. Advanced Social Psychology. 3 Hours.
This course will examine the social influences on human behavior by reviewing current and historically relevant psychological research. Prerequisite: PSYC 2301, and Admission into the Undergraduate Scholars Early Start Psychology Master's Program.

PSY 480. Advanced Personality Theories. 3 Hours.
This course will survey both classic and current topics in advanced personality psychology with an emphasis on application to both observational and experimental research in the field. Students will participate in a class project to write a research proposal and have the opportunity to participate in completing the project and presenting at a professional conference. Prerequisite: Admission into the Undergraduate Scholars Early Start Psychology Master’s Program.

PSY 481. Clinical Assessment. 3 Hours.
Provides students with historical perspective concerning the nature and meaning of assessment. Addresses basic concepts of standardized and non-standardized methods of clinical assessment for a variety of clinical settings. Addresses statistical concepts and psychometric concepts of reliability and validity. The student will learn how the Mental Status Exam, Clinical Interview and assessments used in clinical settings and how to perform these and complete to report writing. The student will learn how to evaluate testing instruments. Issues of diversity and ethical strategies for selecting, administering and interpreting assessment and evaluation instruments is addressed. Prerequisite: Admission into the Undergraduate Scholars Early Start Psychology Master's Program.

PSY 482. Ethics in Counseling and Psychology. 3 Hours.
Explores the range of ethical issues that professionals may encounter within the field of counseling and psychology. Through lecture, discussion, reading, and role-plays, students will explore such issues as ethical codes and ethical decision-making, boundaries of competence, confidentiality, dual relationships, insurance/third party payments, advertising, assessment, teaching, therapy and research. Prerequisite: Admission into the Undergraduate Scholars Early Start Psychology Master’s Program.

PSY 483. Psychopharmacology for Counselors. 3 Hours.
This course is a basic introduction to psychopharmacology non-medical counselors. Basic neuropsychological principles will be discussed and applied to relevant diagnostic groups involving various classes of psychopharmacological medications. The course will help counselors to understand client issues that pertain to psychopharmacology. It will equip the counselor-in-training to better understand psychopharmacology and to interact with medical personnel who prescribe psychotherapeutic medications. This training will allow counselors to understand how medications are used and how the application of various psychopharmacological medications can affect the counseling process. Prerequisite: Admission into the Undergraduate Scholars Early Start Psychology Master’s Program.

PSY 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

PSY 490. Undergraduate Research Practicum. 1-3 Hours.
Students will conduct faculty-supervised research. The scope and nature of the work will be determined by the faculty sponsor and the student. Prerequisite: Sophomore standing, faculty sponsor approval, PSYC 2301, and PSYC 2317.

PSY 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

Faculty
Dr. Tommie Hughes
Associate Professor
Email: tommie.hughes@tamut.edu
Psychology—Bachelor of Arts

The Bachelor of Arts (BA) degree requires two years of the same foreign language (12 SCH) as part of the general-education requirements. Two years of study in the same foreign language in high school may substitute for the first year (6 SCH) of the same language at the university level. Students may not complete all bachelor’s degrees as a BA. See the degree program listing for the programs that allow the BA option.

Degree Requirements

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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<tr>
<th>Code</th>
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<td><strong>Upper Division Psychology Electives</strong></td>
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<td>Language Requirement (same Foreign Language) 7</td>
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<td>CHEM 1311</td>
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<td>PHYS 1301</td>
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<td>PHYS 2326</td>
<td>University Physics II</td>
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**Minor**

Minimum 18 semester credit hours from minor listed in catalog 18

Electives (as needed to satisfy degree requirements, including 54 semester credit hours of Upper Division course work)

Minimum Hours for Degree 120

6 Satisfies core curriculum
7 May be used to satisfy General Education requirements.

Note: A minimum of 54 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.

**Psychology-Bachelor of Science**

**Degree Requirements**

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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Upper Division Psychology Electives 9

Other Requirements in Psychology

MATH 1314 | College Algebra 6 | 3

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</table>

Select 3sch from the following: 3
### Sociology

Texas A&M University-Texarkana offers a Bachelor of Science degree in Sociology. Sociology is an illuminating and rewarding field of study that analyzes and explains important matters in our personal lives, our communities, and the world we live in. At the personal level, sociology investigates the social causes and consequences of such things as romantic love, racial, ethnic and gender identity, marriage and family relationships, deviant behaviors, health and wellness, aging and dying, inter-personal violence, religious beliefs and practices, etc. At the societal level, sociology examines and explains matters such as crime and punishment, law and law enforcement, wealth and poverty, prejudice, stereotyping, and discrimination, educational institutions, business organizations, urban community, social movements, social stratification and inequality, etc. At the global level, sociology studies such phenomena as population growth, immigration, globalization, terrorism, war and peace, global poverty, human rights and freedoms, economic development, etc.

### Career Opportunities in Sociology:

Knowledge gained from these diverse areas of interest can serve as a broad base for careers in professions such as law, education, medicine, social work, social services, criminal justice, human services, law enforcement, journalism, politics, public service, business, or the criminal justice system. As a student, you will have the opportunity to work one-on-one with faculty and participate in various experiential learning opportunities through an internship program.

### Bachelor of Science

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.
Sociology

**Undergraduate Courses in Sociology**

**SOC 310. Sociological Theory. 3 Hours.**
This course is an overview of the development of the field of sociology and sociological theories. Course contents will include a discussion of the major schools of thought in sociology as well as classical and contemporary sociological theorists.

**SOC 314. Social Psychology. 3 Hours.**
This course explores the manner in which the personality, perceptions, attitudes, motivations, and behaviors of the individual influence and are influenced by social groups. The course investigates the nature and causes of individual behavior in the context of society.

**SOC 315. Law and Society. 3 Hours.**
This course is an examination of the nature, functions, and limitations of law as an instrument of social control. Emphasis is placed on developing an understanding of the situational and systemic demands within which actors in the legal system operate and perform their roles and in developing a perspective which views law as a practical resource and as a mechanism for handling the widest range of unspecified social issues, problems, and conflicts. This course is cross listed with CJ 315.
SOC 320. Deviance and Deviant Behavior. 3 Hours.
This course is an introduction to the general phenomena of social deviance with primary emphasis given to non-criminal deviance and victimless crimes, including mental disorders, drug use, prostitution, sexual deviance, and pornography. The course is cross listed with CJ 320.

SOC 323. Social Stratification. 3 Hours.
This course is an overview of the relative social positions of people in a given social group, category, geographic region, or other social units with particular emphasis on socioeconomic status based on factors such as wealth, income, social status, occupation, and power. Course contents also include a discussion of the three major divisions of social class (upper class, middle class, and lower class) used in contemporary Western societies to rank categories of people in a hierarchy.

SOC 325. Crime and Delinquency. 3 Hours.
This course is a study of the meaning, nature, and extent of crime and delinquency, including analysis and evaluation of preventive and treatment methods. Emphasis will be on theories of crime and delinquency causation. This course is cross listed with CJ 325.

SOC 330. Institutional Corrections, Theory and Practice. 3 Hours.
This course examines the historical development of corrections including concepts on punishment and rehabilitation. Emphasis is placed on institutional corrections from conviction to release. This course is cross listed with CJ 330.

SOC 354. Research Methods and Ethics. 3 Hours.
This course is an introduction to the basic concepts and techniques used in conducting social science research. The course emphasizes the steps involved in conducting academic research, the various methods used in conducting such research along with the merits, and the limitations of each method. Course materials will include a research proposal reflecting the research process. Prerequisite: Senior standing or instructor permission.

SOC 380. Ethnic and Cultural Diversity in America. 3 Hours.
This course reviews the originalities and experiences of the various national, ethnic, cultural, religious, and social groups that make up what is known today as the United States of America. Attention is also paid to how such originalities and/or experiences impact or influence contemporary realities for each group. Cross listed with CJ 380.

SOC 385. Globalization and Social Change. 3 Hours.
This course provides students with the ability to apply social science concepts and approaches to better understand the ways in which globalization impacts societies and individuals. The course will also highlight the ways in which sociological theory applies to contemporary forms of social interaction at the global level, international travel and migration, global business, and relationships between countries. Students will also learn how globalization has impacted marriage and family arrangements, educational institutions, work environments, and perceptions of human rights related to race, class, gender, and sexuality.

SOC 485. Religion and Society. 3 Hours.
Course is an overview of the cultural, social, economic, and political contexts of the concept of religion. Course contents include both classical and contemporary sociological thoughts on the concept of religion, religious consciousness, religious practice, the meaning and significance of religion, and social expressions of religion.

SOC 489. Individual Study. 3 Hours.
This course provides individual instruction designed for exigent circumstances.

SOC 490. Senior Seminar. 3 Hours.
Designed as a capstone experience for students of sociology, this course will both unify and synthesize knowledge gained throughout their undergraduate years by exploring connections between people and society. In addition to a general review of the theories, methods, and substantive areas covered in core sociology courses, the class will investigate various career options available to sociologists. Prerequisite: Major in sociology and senior standing or instructor permission.

SOC 495. Sociology Internship. 3 Hours.
This course provides an opportunity for sociology majors or minors to be exposed to real world situations where they can apply their sociological knowledge and be in a position to see and appreciate where and how theory and practice meet in a variety of supervised work environments. Prerequisite: Senior standing or permission of instructor.

SOC 497. Special Topics. 3-6 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

SOCI 1301. Introduction to Sociology. 3 Hours.
This course will introduce students to the basics of sociological thinking. It will help them better understand the social world in which they live, as well as the social forces that shape human behavior. It provides an overview of major sociological concepts and principles including theory and method, culture and socialization, social structure and institutions, social stratification of race, gender and class, and deviance and social control.

SOCI 2301. Marriage and Family. 3 Hours.
Using a sociological perspective, this course examines the institution of marriage and identifies family structures through an overview of the current topics affecting family and a discussion of sex, marriage, and family in historical and cross-cultural context. It covers topics including changing gender roles, kinship ties, family types, family problems, and aging.
SOCI 2350. Introduction to Social Work. 3 Hours.
This course is designed to introduce students to the field of social work and the concept of social welfare along with the values and ethics that guide the social work profession and the setting in which social workers are employed. The historical roots of the field of social work and the profession's commitment to diverse and at-risk populations and social/economic justice are highlighted.

SOCI 2370. Contemporary Social Issues and Concerns. 3 Hours.
This course involves the study of current issues of concern to Americans and people around the world. Issues relating to terrorism, crime and punishment, inequality, poverty, human rights and freedoms, immigration, health and healthcare, and global warming are explored along with their causes, consequences, and possible solutions.

SOCI 289. Independent Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

SOCI 335. Media and Society. 3 Hours.
The course provides students with the ability to apply social science concepts and approaches to better understand the ways in which people use and consume various forms of media. It will also highlight the ways in which sociological theory applies to contemporary forms of social interaction, including online social networks, political and social movement media campaigns, and the online social construction of race, class, gender, and sexuality.

SOCI 345. Sociology of Crime and Justice. 3 Hours.
Students are provided with the ability to apply social science concepts and approaches to better understand and analyze the relationships between law, crime, criminal behavior, politics, public policy, justice, and punishment from a sociological perspective. The course will also highlight the factors that influence such relationships.

SOCI 355. Medical Sociology. 3 Hours.
This course provides students with the ability to apply social science concepts and approaches to understand the ways in which members of a culture diagnose and respond to illness. Sections reviewed in the course include doctor-patient interaction, the social construction of health and illness, the history of medical sociology, the health care system in contemporary society, alternative medical practices, and differential health outcomes by race, class, gender, sexuality, and geographical location.

Faculty
Dr. Kimberly Murray
Assistant Professor
Email: kim.murray@tamut.edu

Dr. Godpower Okereke
Professor
Email: godpower.okereke@tamut.edu

Teacher Certifications
Educator Certification Preparation Programs
Teacher Certification Program
The following certifications are available through the baccalaureate degrees offered at the university. Note: The state of Texas requires passing the appropriate Texas Examination of Educator Standards (TExES) for certification as a Texas educator.

Early Childhood-6th Grade (EC-6)
- EC-6 Core Subjects (catalog.tamut.edu/arts-sciences-education/teacher-certifications/ec-6-core-subjects)

Early Childhood-12th Grade (EC-12)
- Kinesiology Physical Education EC-12 (p. 225)

Fourth Grade-Eighth Grade (4-8)
- English, Language Arts, and Reading (p. 201)
- Mathematics (p. 229)
- Science (p. 179)
- Social Studies (p. 215)

Seventh-Twelfth Grade (7-12)
- Chemistry (p. 197)
- English, Language Arts, and Reading (p. 206)
- History (p. 211)
- Life Science (p. 191)
• Mathematics (p. 235)
• Science (p. 185)
• Social Studies (p. 220)

Alternative Certification Program
This program is a route to initial certification for individuals who already hold a baccalaureate degree or above. Individuals must apply to the Alternative Certification Program (p. 285) through Tk20 (https://tamut.tk20.com/campustoolshighered/start.do) to be eligible for this certification route. Note: The University does not tie initial certification to a degree program, but some coursework may apply toward certain master’s degrees.

Professional Certification Programs
Individuals must apply to all professional certification programs through Tk20 (https://tamut.tk20.com) before beginning coursework.

• School Counselor. (p. 293) Professional Certification is available through the Master of Science in School Counseling. Students may complete this certification within the structure of the Master of Science in School Counseling (see degree worksheet).

• Principal Certification (p. 314). Students may apply for a Texas certification as an EC-12 School Principal through satisfactory completion of specified coursework. Students may complete this certification within the structure of the Master of Education in Education Leadership (see degree worksheet).

• Superintendent Certification (p. 348). Students may apply for a Texas certification as an EC-12 School Superintendent through satisfactory completion of specified coursework. Note: The university does not tie Superintendent Certification to a degree program but coursework may apply toward the Ed.D. in Education Leadership.

• Educational Diagnostician (p. 307). Students may complete this certification within the structure of the Master of Science in Curriculum and Instruction (see degree worksheet).

• Reading Specialist (p. 308). Students may complete this certification within the structure of the Master of Science in Curriculum and Instruction (see degree worksheet).

• Master Mathematics Teacher (p. 305). Students may complete this certification within the structure of the Master of Science in Curriculum and Instruction (see degree worksheet).

• Master Technology Teacher (p. 322). Students may complete this certification within the structure of the Master of Science in Instructional Technology (see degree worksheet).

Biology 4-8 Science Certification
Teacher Preparation Program Admission Requirements
Apply 3rd Year, 1st Semester
1. Application to Teacher Prep Program via TK20 in September or February
2. GPA requirement of 2.8 cumulative
3. Completion of 15 hours in Content / Major Area for certification in 4-8 with no grade below C

Biology w/4-8 Science Teacher Certification Degree Requirements
Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

<table>
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<tr>
<th>Code</th>
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<tr>
<td>BIOL 1306</td>
<td>Biology for Science Majors I</td>
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<td>BIOL 1106</td>
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<td>GEOL 1403</td>
<td>Physical Geology</td>
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<td>BIOL 307</td>
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<td>Introduction to Forensic Science</td>
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Upper Division Biology Electives 3
RDG 343  Reading Beyond the Primary Grades  3
RDG 350  Emergent Literacy Development  3
MATH 1350  Fundamentals of Mathematics I  5
MATH 1351  Fundamentals of Math II  3
PHYS 1415  Physical Science I  4
PHYS 1417  Physical Science II  4

Upper Division Electives  7

Professional Development
ED 311  Growth and Development for EC to Grade 12 (EL)  3
ED 321  Foundations of Education for Secondary (EL)  3

Block 1
ED 331  Classroom and Behavior Management  9
ED 495  Block 1 - Co-Teaching Practicum for Certification Candidates (EL)  9

Block 2
ED 496  Block 2 - Co-Teaching Practicum for Certification Candidates (EL)  10
SPED 418  Research, Trends, and Issues in Education  10

Minimum grade of "C" required for all Major and Professional Development courses.

Electives (as needed to satisfy minimum degree requirements including 54 semester credit hours of upper division)

Minimum Hours for Degree  120

5 has a prerequisite of MATH 1314
6 Satisfies core curriculum
7 May satisfy core curriculum in Components Area Option
8 Requires Admission to Teacher Prep Program
9 Requires successful placement interview with a partnership public school district
10 Requires passing all TExES exams

Note: A minimum of 54 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.

Undergraduate courses in Biology 4-8 Science Certification

BIOL 1106. Biology for Science Majors I Lab. 1 Hour.
This course provides students with hands-on exploration in the biological sciences. Content includes the process of scientific inquiry, important concepts in biochemistry and genetics, and introduction to laboratory techniques. Corequisite: BIOL 1306.

BIOL 1107. Biology for Science Majors II Lab. 1 Hour.
This course provides students with hands-on exploration in the biological sciences. Content includes a survey of plants, animals, and microorganisms as well as studies of basic biological processes such as digestion, circulation, and nervous system function. Corequisite: BIOL 1307.

BIOL 1108. Biology for Non-science Majors I Lab. 1 Hour.
This course provides students with hands-on exploration in the biological sciences. Content includes the process of scientific inquiry, important concepts in biochemistry and genetics, and introduction to laboratory techniques. Prerequisite or Corequisite: BIOL 1308.

BIOL 1109. Biology for Non-science Majors II Lab. 1 Hour.
This course provides students with hands-on exploration in the biological sciences. Content includes the process of scientific inquiry, important concepts in biochemistry and genetics, and introduction to laboratory techniques. Prerequisite or Corequisite: BIOL 1309.

BIOL 1306. Biology for Science Majors I. 3 Hours.
This course introduces the student to the nature of science and the application of science to contemporary issues. Content includes the chemistry of life, the cell, genetics, and mechanisms of evolution. Corequisite: BIOL 1106.

BIOL 1307. Biology for Science Majors II. 3 Hours.
This course introduces the student to the nature of science and the application of science to contemporary issues. Content includes plant form and function, animal form and function, and ecology. Prerequisite: BIOL 1306. Corequisite: BIOL 1107.

BIOL 1308. Biology for Non-Science Majors I. 3 Hours.
This course introduces the student to the nature of science and the application of science to contemporary issues. Content includes the chemistry of life, the cell, genetics, and mechanisms of evolution. NOTE: Lab may be required for specific majors.

BIOL 1309. Biology for Non-Science Majors II. 3 Hours.
This course introduces the student to the nature of science and the application of science to contemporary issues. Content includes plant form and function, animal form and function, and ecology. NOTE: Lab may be required for specific majors. Prerequisite: BIOL 1308.
Biol 2401. Human Anatomy and Physiology I. 4 Hours.
This course covers basic human anatomy and physiological principles focusing on the cellular and tissue levels and their integration into the integumentary, skeletal, muscular, and nervous systems. C or better in BIOL 1306 or 35 or better on the Biology Readiness test.

Biol 2402. Human Anatomy and Physiology II. 4 Hours.
This course covers basic human anatomy and physiological principles focusing on the nervous, endocrine, digestive, respiratory, cardiovascular, immune, urinary, and reproductive organ systems. Prerequisite: C or better in BIOL 2401.

Biol 2405. Introduction to Microbiology. 4 Hours.
This is an introductory microbiology course consisting of lecture and laboratory sessions and designed for the non-biology majors and allied health students. Topics include the morphology, physiology, and taxonomy of representative groups of pathogenic and nonpathogenic microorganisms; human-microbe interactions; public health microbiology; and host defense mechanisms. BIOL 1306 is recommended prior to BIOL 2405.

Biol 2406. Environmental Biology. 3 Hours.
This course provides an introduction to the basic principles of bioenvironmental science with emphasis on scientific literacy, current events, global and international issues, historic context, and the relationship between humans and the natural world. The course will also address conservation, pollution, energy, and other contemporary environmental problems.

Biol 289. Independent Study. 1–4 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

Biol 303. Animal Nutrition. 3 Hours.
This is a course designed to introduce the study of animal nutrition in all aspects, and is designed for Biology majors, especially those interested in Veterinary school. Topics include the nutrition of companion animals, livestock, and exotic species. Topics will also include the anatomy, physiology and biochemistry of the gastrointestinal system, nutrient procurement and use, feed additives, growth stimulants, metabolic diseases, and diet therapy. Prerequisites: BIOL 1306, BIOL 1307, BIOL 1106, BIOL 1107 or equivalent.

Biol 307. General Ecology. 3 Hours.
This course covers the principles of ecology with special reference to populations and their ecosystems, distribution, biotic communities, and environmental relationships. This course requires field trips. Prerequisite: BIOL 1306 and BIOL 1106, and BIOL 1307 and BIOL 1107.

Biol 308. Invertebrate Zoology. 3 Hours.
This course explores the diversity of invertebrate types, morphologically, embryologically, and physiologically. The course emphasizes the ecological role of invertebrates. Prerequisite: BIOL 1306 and BIOL 1106, and BIOL 1307 and BIOL 1107.

Biol 310. Genetics (EL). 4 Hours.
This course deals with the principles of heredity and variation and their application to plants, lower animals and man. This course integrates the principles of experiential learning and meets the criteria for undergraduate research. Prerequisite: 8 SCH of Biology.

Biol 311. General Microbiology. 4 Hours.
General Microbiology is an upper division undergraduate course on microbial biology consisting of both lectures and laboratory activities. In depth lectures cover eukaryotic and prokaryotic microbes and viruses, but emphasis is put on bacteria. This course provides a conceptual and experimental background in microbiology. This course is highly recommended for the pre-medical and pre-pharmacy students. Prerequisite: Successful completion of two semesters of Biology.

Biol 330. Introduction to Geographic Information Systems. 4 Hours.
Introduces the concepts and applications of computer-based spatial data handling, known as geographic information systems (GIS) technology. Illustrates the essential methods of GIS and its applications in fields including geography, natural resource management, planning and environmental science. Students gain application skills via a series of practical exercises illustrating problem-solving strategies using up-to-date GIS software packages. Lectures, laboratories, and special assignments will be utilized in this course. Pre-requisites: MATH 1314.

Biol 332. Molecular Pharmacology and Toxicology. 3 Hours.
This course will provide an overview of pharmacology based on principles of drug action with emphasis on drug classes. Topics include pharmacology of the autonomic, cardiovascular, central nervous and endocrine systems. Prerequisites: BIOL 1306 & 1106, BIOL 1307 & 1107; and BIOL 2401 & 2402 or BIOL 449.

Biol 335. Medical Terminology. 3 Hours.
This web-based course utilizes a systems approach to the language of medicine, including the analysis and utilization of word roots, combining forms, prefixes, suffixes, and medical terms; emphasis is on written and spoken medical vocabulary. Prerequisite: Completion of two semesters of Biology courses.

Biol 336. Medical Terminology. 3 Hours.
This course covers principles of drug action with emphasis on drug classes. Topics include pharmacology of the autonomic, cardiovascular, central nervous and endocrine systems. Prerequisites: BIOL 1306 & 1106, BIOL 1307 & 1107; and BIOL 2401 & 2402 or BIOL 449.

Biol 337. Medical Terminology. 3 Hours.
This course covers principles of drug action with emphasis on drug classes. Topics include pharmacology of the autonomic, cardiovascular, central nervous and endocrine systems. Prerequisites: BIOL 1306 & 1106, BIOL 1307 & 1107; and BIOL 2401 & 2402 or BIOL 449.

Biol 339. Medical Terminology. 3 Hours.
This course covers principles of drug action with emphasis on drug classes. Topics include pharmacology of the autonomic, cardiovascular, central nervous and endocrine systems. Prerequisites: BIOL 1306 & 1106, BIOL 1307 & 1107; and BIOL 2401 & 2402 or BIOL 449.

Biol 340. Medical Terminology. 3 Hours.
This course covers principles of drug action with emphasis on drug classes. Topics include pharmacology of the autonomic, cardiovascular, central nervous and endocrine systems. Prerequisites: BIOL 1306 & 1106, BIOL 1307 & 1107; and BIOL 2401 & 2402 or BIOL 449.

Biol 343. Practical Paleontology. 3 Hours.
Designed for students with an interest in fossils and how they can be used to reconstruct ancient ecosystems. This course covers principles of fossil data collection, preparation, conservation, and management with hands-on experience collecting fossils from the Texas, Oklahoma and Arkansas area. Practice fossil preparation skills and learn to identify fossils based on published descriptions. Students will be introduced to paleontological research using the fossils they find in two brief guided research project. Prerequisite: BIOL 1307 or equivalent or instructor’s permission.
BIOL 402. Cell and Molecular Biology. 4 Hours.
This course consists of lectures and laboratory activities and will provide a strong background in the cellular and molecular aspects of biology. Topics include: methods in cellular and molecular biology, transcription in prokaryotes and eukaryotes, posttranscriptional events, translation, DNA replication, and recombination. Prerequisite: 8 SCH of Biology.

BIOL 415. Darwin and the Origin of Species. 3 Hours.
This course will focus on Darwin's hypotheses and compare his ideas with modern developments in the study of biological evolution.

BIOL 420. Global Change (EL). 3 Hours.
This course will focus on global change. Major topics covered include climate change, sea level change/coastal inundation, ocean acidification, and permafrost and the changing Arctic. This course integrates the principles of Experiential Learning (EL) and meets the criteria for project-based research. Prerequisite: 6 SCH of Biology.

BIOL 421. Endangered Ecosystems. 3 Hours.
This course will focus on endangered ecosystems and organisms from around the world. Coral reefs, Brazilian rain forest destruction, amphibian crisis, and the Gulf of Mexico Dead Zone will be studied in detail. Prerequisite: 6 SCH in Biology.

BIOL 422. Atmosphere and Biosphere. 3 Hours.
This course will focus on how the atmosphere affects the biosphere. Stratospheric ozone, black carbon (soot), El Nino, and the environmental impact of carbon monoxide will be studied in detail. Prerequisite: 6 SCH of Biology.

BIOL 425. Immunology. 4 Hours.
This is a course designed to introduce the immune system in all its aspects and is designed for the allied health students and biology majors. Topics include innate and adaptive immunity, generation of antibody and lymphocyte diversity, signaling molecules, cellular and humoral immunity, immunological failure in disease, and manipulation of immunity.

BIOL 430. Astrobiology. 3 Hours.
This course will focus on the understanding that astrobiology is concerned with the origin, evolution, and distribution of life in the Universe. It investigates life in its cosmic context. Cross listed with BIOL 530. Prerequisite: Two semesters of Biology or permission of the instructor.

BIOL 437. Herpetology. 3 Hours.
This is a course designed to introduce the study of herpetology in all aspects, and is designed for Biology and science majors. Topics include the anatomy, physiology, taxonomy, systematics, natural history, distribution, ecology, and conservation of amphibians and reptiles; primarily North America species with special emphasis on local Texas native species. Prerequisites: BIOL 1306, BIOL 1307, BIOL 1106, BIOL 1107.

BIOL 443. Paleozoology. 3 Hours.
This course looks at the evolution of modern animals by bringing together recent advances in genetics with the fossil record. This course will provide an evolutionary perspective on the origins of important groups of animals from single-celled organisms to modern humans through lectures, discussions, and hands-on workshops with fossils. Prerequisite: BIOL 308 or instructor permission.

BIOL 445. Virology. 3 Hours.
This course will introduce students to the biology of viruses, with a particular focus on viruses of medical importance. Topics covered will include virus structure; classification, evolution, and life cycles of viruses; methods used to study viruses; their interaction with host cells; mechanisms of pathogenicity; host responses of the host to viral infection and vaccine applications; in-depth study of the life cycles of the major classes of viruses and discussion of emerging viruses. Prerequisite: Two semesters of biology and BIOL 311, or instructor permission.

BIOL 447. Synthetic Biology. 3 Hours.
This course will explore the application of synthetic biology in the biomolecular sciences, looking at a range of techniques that have been used to build useful tools from biological components. We will focus on the current use of molecular bioengineering in the area of human health. This course reinforces advanced concepts in molecular biology, and would be useful for students interested in careers in medicine or pharmaceutical research. Cross-listed with BIOL 547. Prerequisite: Two semesters of biology and one semester of microbiology or approval of instructor.

BIOL 449. Vertebrate Histology. 4 Hours.
This course is the study of the cell and fundamental tissue types to include the microscopic structure of the organ systems of representative vertebrates. Emphasis will be on the relationship between microscopic structure and function. Prerequisite: Two semesters of biology, with Anatomy and Physiology recommended but not required.

BIOL 450. Limnology. 4 Hours.
This course is the study of the biological, chemical, and physical characteristics of the freshwater environment. Prerequisite: Two semesters of biology.

BIOL 466. Evolutionary Biology. 3 Hours.
This course covers the basic principles, mechanisms, and patterns of evolutionary biology including a historical survey of related ideas. Prerequisite: Two semesters of biology.

BIOL 470. Internship in Biology. 1-3 Hours.
This is a directed internship that provides biology students with the applications of biology related knowledge in an organization. The student receives hands-on experience under the joint guidance of a professional from an organization and a faculty supervisor. 1-3 credit hours available. May be repeated up to a maximum of 3 SCH. Prerequisite: Consent of instructor.
BIOL 472. Introduction to Forensic Science. 3 Hours.
This course is a study of basic concepts, techniques, practices, and procedures of criminalistics, including the most current technologies in forensic analysis. Criminal investigation of actual cases will be discussed with a minimum of scientific terminology. In addition, the course will emphasize the nature of physical evidence, including the use of DNA profiling. This course is strongly recommended for Criminal Justice majors and Pre-Allied Health track students in Biology. Prerequisite: Junior or Senior standing.

BIOL 473. Fundamentals of DNA Forensics. 4 Hours.
Fundamentals of DNA forensics explores the current methods of DNA typing. It encompasses current forensic DNA analysis methods, as well as biology, technology, and genetic interpretation. The course will follow the path of DNA evidence starting with sample collection and the processes of DNA extraction, quantitation, amplification, and statistical interpretation. By the end of the course, students will explore the important role of DNA evidence for law enforcement. Cross-listed with BTEC 473.

BIOL 481. Seminar in Biology. 3 Hours.
This course requires student participation in general and specific topics in biology. May be repeated in a different topic. Prerequisite: Senior standing with Biology major.

BIOL 489. Independent Study in Biology. 1-4 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

BIOL 490. Introduction to Biotechnology. 4 Hours.
This course will explore the principles and applications of DNA science with special reference to recombinant DNA technology. This course is highly recommended for students focusing on a career in the medical field. Prerequisite: Junior or Senior standing.

BIOL 497. Special Topics. 1-4 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

BIOL 499. Independent Research. 1-6 Hours.
Independent research in Biology conducted by a student under the guidance of a faculty member of his or her choice. The student is required to maintain a research journal and submit a project report by the end of the semester and potentially make an oral presentation on the project. SCH and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: Consent of instructor.

ED 311. Growth and Development for EC to Grade 12 (EL). 3 Hours.
This is an introductory education course which presents theories of children’s growth and development along with their relationship to learning and teaching. Cultural, emotional, physical, intellectual, and learning differences are studied for their impact on learning and educational opportunity. Students must be considered in their junior year and will be required to participate in 8 hours of field experience. This course integrates the principles of Experiential Learning and meets the criteria of field work.

This course provides students seeking certification in grades 4-8 and 7-12 skills for designing instruction and assessment that promote a growth mindset and create a positive, productive classroom environment. Students will apply skills and knowledge in lesson and unit planning as well as content pedagogy specific to area of certification. Traditional as well as innovative technologies will be addressed. State of Texas Assessments of Academic Readiness (STAAR) and End of Course Exams (EOC) effective content pedagogy will be emphasized in this course. This course integrates the principles of Experiential Learning and meets the criteria for field work.

ED 331. Classroom and Behavior Management. 3 Hours.
This course presents best practices in classroom and behavior management including management of time, materials, and space. Additionally, the course examines strategies for managing individual and large-group student behaviors, transitions, lab activities, and other arrangements for classrooms in general and special education. Prerequisite: Admission to the Teacher Preparation Program.

ED 435. Secondary Content Pedagogy. 3 Hours.
This course provides students seeking certification in grades 4-8 and 7-12 with pedagogical best-practices. Students will learn lesson planning, assessment, and available resources for their specific content area. Methods for accessing and processing information through traditional as well as new technologies will be addressed. Prerequisite: Admission to the Teacher Preparation Program.

ED 495. Block 1 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.
This course provided clinical experience in the public school setting as part of the field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend six hours per week for 12 weeks in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 1 is the first semester of the co-teaching assignment (2 semesters) in which the Teacher Candidate and Cooperating Teacher are co-teachers for the class. Course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principles of experiential learning and meets the criterion for internship. Prerequisite: Met admission requirements to undergraduate field based placement guidelines.

ED 496. Block 2 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.
This course provided clinical experience in a public school setting as part of field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend 72 complete instructional days in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 2 is the second semester of the co-teaching assignment (2 semesters) in which Teacher Candidate and Cooperating Teacher are co-teachers for the public school class. Course graded on Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principals of experiential learning and meets the criterion for internship. Prerequisite: successful completion of ED 495, continued acceptance in the public school classroom, and completion of program requirements.
ITED 350. Technology and Digital Literacy. 3 Hours.
This course is designed to assist students with developing skills for using web applications and mobile computing. The activities in the course assist students with promoting critical thinking and problem-solving skills by engaging them with digital tools being used in daily life. Topics covered include: technology in society, computers and digital components, the internet - how it works and making the most of web resources, applications for work and play, and systems software - operating systems, utilities and file management, information technology ethics, understanding and assessing hardware, digital devices and media and protection, information technology careers, software programming, databases and information systems, networking and security.

RDG 343. Reading Beyond the Primary Grades. 3 Hours.
This course teaches content area teachers how to help their students learn from textbooks, including techniques for evaluating both textbooks and students. Coping with the reading demands of textbooks, and study skills will be learned.

RDG 350. Emergent Literacy Development. 3 Hours.
This course provides the pre-service EC-6 teacher with knowledge and skills necessary to promote early literacy development. Students will develop competency in the components of emergent literacy, including oral language development, phonological and phonemic awareness, the alphabetic principle, high frequency vocabulary development, decoding and spelling strategies, and fluency development. The targeted grade levels for this course are early childhood through grade two.

SPED 410. Introduction to Individual with Exceptionalities. 3 Hours.
This course develops students' foundational knowledge of historical perspectives, educational principles, laws, and professional ethics and roles in the fields of special education and English Language Learners (ELL). It focuses on the learning and behavioral characteristics of diverse learners, including students with exceptionalities (which includes disabilities, Attention Deficit Hyperactivity Disorders, Dyslexia, and Gifted/Talented) students who are ELL and students who are Culturally and Linguistically Diverse Exceptional (CLDE) learners. Additionally, this course introduces instructional strategies, appropriate curriculum, accommodations, modifications, and assistive technology to ensure the success of all learners.

SPED 418. Research, Trends, and Issues in Education. 3 Hours.
This course presents current research, issues, and trends in education, specifically emphasizing the teaching-learning process to meet specific student learning needs. Emphasis is placed on teacher candidates integrating best practices in the teaching-learning process including: 1) Strength-based strategies, 2) Understanding by Design, 3) Differentiation, 4) Differentiation for Neurodiversity, 5) State Accountability Testing, and 6) Teacher Evaluation. Prerequisite: Admission to the Teacher Preparation Program.

Faculty
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Dr. David Allard
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Katheryn Hartshorn
Instructor
Email: khartshorn@tamut.edu

Dr. Sara Lawrence
Associate Professor
Biology 7-12 Composite Science Certification

Teacher Preparation Program Admission Requirements

Apply 3rd Year, 1st Semester

1. Application to Teacher Prep Program via TK20 in September or February
2. GPA requirement of 2.8 cumulative
3. Completion of 15 hours in Content / Major Area for certification in 7-12 with no grade below C

Biology w/7-12 Composite Science Teacher Certification Degree Requirements

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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ED 321 Foundations of Education for Secondary (EL) 3

Block 1:

ED 331 Classroom and Behavior Management 8 3
ED 495 Block 1 - Co-Teaching Practicum for Certification Candidates (EL) 8 3

Block 2:

ED 496 Block 2 - Co-Teaching Practicum for Certification Candidates (EL) 9 3
SPED 418 Research, Trends, and Issues in Education 9 3

Electives (As needed to satisfy minimum degree requirements and 54 semester credit hours of Upper Division Coursework)

Minimum Grade of "C" required in all Major, Ed, SPED and Professional Development Courses

Minimum Hours for Degree 120

6 Satisfies Core Curriculum
7 Required Admission to Teacher Prep Program
8 Requires successful placement interview with a partnership public school district
9 Requires passing all TExES exams

Note: A minimum of 54 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.

Undergraduate Courses in Biology w/7-12 Composite Science

BIOL 1106. Biology for Science Majors I Lab. 1 Hour.
This course provides students with hands-on exploration in the biological sciences. Content includes the process of scientific inquiry, important concepts in biochemistry and genetics, and introduction to laboratory techniques. Corequisite: BIOL 1306.

BIOL 1107. Biology for Science Majors II Lab. 1 Hour.
This course provides students with hands-on exploration in the biological sciences. Content includes a survey of plants, animals, and microorganisms as well as studies of basic biological processes such as digestion, circulation, and nervous system function. Corequisite: BIOL 1307.

BIOL 1108. Biology for Non-science Majors I Lab. 1 Hour.
This course provides students with hands-on exploration in the biological sciences. Content includes the process of scientific inquiry, important concepts in biochemistry and genetics, and introduction to laboratory techniques. Prerequisite or Corequisite: BIOL 1308.

BIOL 1109. Biology for Non-science Majors II Lab. 1 Hour.
This course provides students with hands-on exploration in the biological sciences. Content includes the process of scientific inquiry, important concepts in biochemistry and genetics, and introduction to laboratory techniques. Prerequisite or Corequisite: BIOL 1309.

BIOL 1306. Biology for Science Majors I. 3 Hours.
This course introduces the student to the nature of science and the application of science to contemporary issues. Content includes the chemistry of life, the cell, genetics, and mechanisms of evolution. Corequisite: BIOL 1106.

BIOL 1307. Biology for Science Majors II. 3 Hours.
This course introduces the student to the nature of science and the application of science to contemporary issues. Content includes plant form and function, animal form and function, and ecology. Prerequisite: BIOL 1306. Corequisite: BIOL 1107.

BIOL 1308. Biology for Non-Science Majors I. 3 Hours.
This course introduces the student to the nature of science and the application of science to contemporary issues. Content includes the chemistry of life, the cell, genetics, and mechanisms of evolution. NOTE: Lab may be required for specific majors.

BIOL 1309. Biology for Non-Science Majors II. 3 Hours.
This course introduces the student to the nature of science and the application of science to contemporary issues. Content includes plant form and function, animal form and function, and ecology. NOTE: Lab may be required for specific majors. Prerequisite: BIOL 1308.

BIOL 2401. Human Anatomy and Physiology I. 4 Hours.
This course covers basic human anatomy and physiological principles focusing on the cellular and tissue levels and their integration into the integumentary, skeletal, muscular, and nervous systems. C or better in BIOL 1306 or 35 or better on the Biology Readiness test.

BIOL 2402. Human Anatomy and Physiology II. 4 Hours.
This course covers basic human anatomy and physiological principles focusing on the nervous, endocrine, digestive, respiratory, cardiovascular, immune, urinary, and reproductive organ systems. Prerequisite: C or better in BIOL 2401.

BIOL 2405. Introduction to Microbiology. 4 Hours.
This is an introductory microbiology course consisting of lecture and laboratory sessions and designed for the non-biology majors and allied health students. Topics include the morphology, physiology, and taxonomy of representative groups of pathogenic and nonpathogenic microorganisms; human-microbe interactions; public health microbiology; and host defense mechanisms. BIOL 1306 is recommended prior to BIOL 2405.
BIOL 2406. Environmental Biology. 3 Hours.
This course provides an introduction to the basic principles of bioenvironmental science with emphasis on scientific literacy, current events, global and international issues, historic context, and the relationship between humans and the natural world. The course will also address conservation, pollution, energy, and other contemporary environmental problems.

BIOL 289. Independent Study. 1-4 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

BIOL 303. Animal Nutrition. 3 Hours.
This is a course designed to introduce the study of animal nutrition in all aspects, and is designed for Biology majors, especially those interested in Veterinary school. Topics include the nutrition of companion animals, livestock, and exotic species. Topics will also include the anatomy, physiology and biochemistry of the gastrointestinal system, nutrient procurement and use, feed additives, growth stimulants, metabolic diseases, and diet therapy. Prerequisites: BIOL 1306, BIOL 1307, BIOL 1106, BIOL 1107 or equivalent.

BIOL 307. General Ecology. 3 Hours.
This course covers the principles of ecology with special reference to populations and their ecosystems, distribution, biotic communities, and environmental relationships. This course requires field trips. Prerequisite: BIOL 1306 and BIOL 1106, and BIOL 1307 and BIOL 1107.

BIOL 308. Invertebrate Zoology. 3 Hours.
This course explores the diversity of invertebrate types, morphologically, embryologically, and physiologically. The course emphasizes the ecological role of invertebrates. Prerequisite: BIOL 1306 and BIOL 1106, and BIOL 1307 and BIOL 1107.

BIOL 310. Genetics (EL). 4 Hours.
This course deals with the principles of heredity and variation and their application to plants, lower animals and man. This course integrates the principles of experiential learning and meets the criteria for undergraduate research. Prerequisite: 8 SCH of Biology.

BIOL 311. General Microbiology. 4 Hours.
General Microbiology is an upper division undergraduate course on microbial biology consisting of both lectures and laboratory activities. In depth lectures cover eukaryotic and prokaryotic microbes and viruses, but emphasis is put on bacteria. This course provides a conceptual and experimental background in microbiology. This course is highly recommended for the pre-medical and pre-pharmacy students. Prerequisite: Successful completion of two semesters of Biology.

BIOL 315. Medical Terminology. 3 Hours.
This web-based course utilizes a systems approach to the language of medicine, including the analysis and utilization of word roots, combining forms, prefixes, suffixes, and medical terms; emphasis is on written and spoken medical vocabulary. Prerequisite: Completion of two semesters of Biology.

BIOL 330. Introduction to Geographic Information Systems. 4 Hours.
Introduces the concepts and applications of computer-based spatial data handling, known as geographic information systems (GIS) technology. Illustrates the essential methods of GIS and its applications in fields including geography, natural resource management, planning and environmental science. Students gain application skills via a series of practical exercises illustrating problem-solving strategies using up-to-date GIS software packages. Lectures, laboratories, and special assignments will be utilized in this course. Pre-requisites: MATH 1314.

BIOL 332. Molecular Pharmacology and Toxicology. 3 Hours.
This course will provide an overview of pharmacology based on principles of drug action with emphasis on drug classes. Topics include pharmacology of the autonomic, cardiovascular, central nervous and endocrine systems. Prerequisites: BIOL 1306 & 1106, BIOL 1307 & 1107; and BIOL 2401 & 2402 or BIOL 449.

BIOL 335. Medical Terminology. 3 Hours.
This web-based course utilizes a systems approach to the language of medicine, including the analysis and utilization of word roots, combining forms, prefixes, suffixes, and medical terms; emphasis is on written and spoken medical vocabulary. Prerequisite: Completion of two semesters of Biology.

BIOL 343. Practical Paleontology. 3 Hours.
Designed for students with an interest in fossils and how they can be used to reconstruct ancient ecosystems. This course covers principles of fossil data collection, preparation, conservation, and management with hands-on experience collecting fossils from the Texas, Oklahoma and Arkansas area. Practice fossil preparation skills and learn to identify fossils based on published descriptions. Students will be introduced to paleontological research using the fossils they find in two brief guided research project. Prerequisite: BIOL 1307 or equivalent or instructor's permission.

BIOL 402. Cell and Molecular Biology. 4 Hours.
This course consists of lectures and laboratory activities and will provide a strong background in the cellular and molecular aspects of biology. Topics include: methods in cellular and molecular biology, transcription in prokaryotes and eukaryotes, posttranscriptional events, translation, DNA replication, and recombination. Prerequisite: 8 SCH of Biology.

BIOL 415. Darwin and the Origin of Species. 3 Hours.
This course will focus on Darwin’s hypotheses and compare his ideas with modern developments in the study of biological evolution.

BIOL 420. Global Change (EL). 3 Hours.
This course will focus on global change. Major topics covered include climate change, sea level change/coastal inundation, ocean acidification, and permafrost and the changing Arctic. This course integrates the principles of Experiential Learning (EL) and meets the criteria for project-based research. Prerequisite: 6 SCH of Biology.

BIOL 421. Endangered Ecosystems. 3 Hours.
This course will focus on endangered ecosystems and organisms from around the world. Coral reefs, Brazilian rain forest destruction, amphibian crisis, and the Gulf of Mexico Dead Zone will be studied in detail. Prerequisite: 6 SCH in Biology.
BIOL 422. Atmosphere and Biosphere. 3 Hours.
This course will focus on how the atmosphere affects the biosphere. Stratospheric ozone, black carbon (soot), El Nino, and the environmental impact of carbon monoxide will be studied in detail. Prerequisite: 6 SCH of Biology.

BIOL 425. Immunology. 4 Hours.
This is a course designed to introduce the immune system in all its aspects and is designed for the allied health students and biology majors. Topics include innate and adaptive immunity, generation of antibody and lymphocyte diversity, signaling molecules, cellular and humoral immunity, immunological failure in disease, and manipulation of immunity.

BIOL 430. Astrobiology. 3 Hours.
This course will focus on the understanding that astrobiology is concerned with the origin, evolution, and distribution of life in the Universe. It investigates life in its cosmic context. Cross listed with BIOL 530. Prerequisite: Two semesters of Biology or permission of the instructor.

BIOL 437. Herpetology. 3 Hours.
This is a course designed to introduce the study of herpetology in all aspects, and is designed for Biology and science majors. Topics include the anatomy, physiology, taxonomy, systematics, natural history, distribution, ecology, and conservation of amphibians and reptiles; primarily North America species with special emphasis on local Texas native species. Prerequisites: BIOL 1306, BIOL 1307, BIOL 1106, BIOL 1107.

BIOL 443. Paleozoology. 3 Hours.
This course looks at the evolution of modern animals by bringing together recent advances in genetics with the fossil record. This course will provide an evolutionary perspective on the origins of important groups of animals from single-celled organisms to modern humans through lectures, discussions, and hands-on workshops with fossils. Prerequisite: BIOL 308 or instructor permission.

BIOL 445. Virology. 3 Hours.
This course will introduce students to the biology of viruses, with a particular focus on viruses of medical importance. Topics covered will include virus structure; classification, evolution, and life cycles of viruses; methods used to study viruses; their interaction with host cells; mechanisms of pathogenicity; host responses of the host to viral infection and vaccine applications; in-depth study of the life cycles of the major classes of viruses and discussion of emerging viruses. Prerequisite: Two semesters of biology and BIOL 311, or instructor permission.

BIOL 447. Synthetic Biology. 3 Hours.
This course will explore the application of synthetic biology in the biomolecular sciences, looking at a range of techniques that have been used to build useful tools from biological components. We will focus on the current use of molecular bioengineering in the area of human health. This course reinforces advanced concepts in molecular biology, and would be useful for students interested in careers in medicine or pharmaceutical research. Cross-listed with BIOL 547. Prerequisite: Two semesters of biology and one semester of microbiology or approval of instructor.

BIOL 449. Vertebrate Histology. 4 Hours.
This course is the study of the cell and fundamental tissue types to include the microscopic structure of the organ systems of representative vertebrates. Emphasis will be on the relationship between microscopic structure and function. Prerequisite: Two semesters of biology, with Anatomy and Physiology recommended but not required.

BIOL 450. Limnology. 4 Hours.
This course is the study of the biological, chemical, and physical characteristics of the freshwater environment. Prerequisite: Two semesters of biology.

BIOL 466. Evolutionary Biology. 3 Hours.
This course covers the basic principles, mechanisms, and patterns of evolutionary biology including a historical survey of related ideas. Prerequisite: Two semesters of biology.

BIOL 470. Internship in Biology. 1-3 Hours.
This is a directed internship that provides biology students with the applications of biology related knowledge in an organization. The student receives hands-on experience under the joint guidance of a professional from an organization and a faculty supervisor. 1-3 credit hours available. May be repeated up to a maximum of 3 SCH. Prerequisite: Consent of instructor.

BIOL 472. Introduction to Forensic Science. 3 Hours.
This course is a study of basic concepts, techniques, practices, and procedures of criminalistics, including the most current technologies in forensic analysis. Criminal investigation of actual cases will be discussed with a minimum of scientific terminology. In addition, the course will emphasize the nature of physical evidence, including the use of DNA profiling. This course is strongly recommended for Criminal Justice majors and Pre-Allied Health track students in Biology. Prerequisite: Junior or Senior standing.

BIOL 473. Fundamentals of DNA Forensics. 4 Hours.
Fundamentals of DNA forensics explores the current methods of DNA typing. It encompasses current forensic DNA analysis methods, as well as biology, technology, and genetic interpretation. The course will follow the path of DNA evidence starting with sample collection and the processes of DNA extraction, quantitation, amplification, and statistical interpretation. By the end of the course, students will explore the important role of DNA evidence for law enforcement. Cross-listed with BTEC 473.

BIOL 481. Seminar in Biology. 3 Hours.
This course requires student participation in general and specific topics in biology. May be repeated in a different topic. Prerequisite: Senior standing with Biology major.
BIOL 489. Independent Study in Biology. 1-4 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

BIOL 490. Introduction to Biotechnology. 4 Hours.
This course will explore the principles and applications of DNA science with special reference to recombinant DNA technology. This course is highly recommended for students focusing on a career in the medical field. Prerequisite: Junior or Senior standing.

BIOL 497. Special Topics. 1-4 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

BIOL 499. Independent Research. 1-6 Hours.
Independent research in Biology conducted by a student under the guidance of a faculty member of his or her choice. The student is required to maintain a research journal and submit a project report by the end of the semester and potentially make an oral presentation on the project. SCH and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: Consent of instructor.

CHEM 1311. General Chemistry I. 3 Hours.
This course covers the fundamental principles of chemistry. This course is the first of two general chemistry courses offered sequentially for majors in biological, health, and physical sciences. Topics include measurements, fundamental properties of matter, states of matter, chemical reactions, chemical stoichiometry, periodicity of elemental properties, atomic structure, chemical bonding, molecular structure, solutions, properties of gases, and an introduction to thermodynamics and descriptive chemistry. Prerequisite: MATH 1314 or MATH 2412. Corequisite: CHEM 1111.

CHEM 1111. General Chemistry I (Lab). 1 Hour.
This course introduces students to basic laboratory experiments supporting theoretical principles presented in CHEM 1311. The course introduces the scientific method, experimental design, data collection and analysis, and preparation of laboratory reports. Corequisite: CHEM 1311.

CHEM 1312. General Chemistry II. 3 Hours.
This course is the second course of the general chemistry sequence. Topics include chemical equilibrium, phase diagrams and spectrometry, acid-base concepts, thermodynamics, kinetics, electrochemistry, nuclear chemistry, and an introduction to organic chemistry and descriptive organic chemistry. Prerequisite: CHEM 1111 and CHEM 1311. Corequisite: CHEM 1112.

CHEM 1112. General Chemistry II (Lab). 1 Hour.
This course introduces students to basic laboratory experiments supporting theoretical principles presented in CHEM 1312. Students will be introduced to the use of the scientific method in experimental design, chemical instrumentation, data collection and analysis, and preparation of laboratory reports. Prerequisite: CHEM 1111. Corequisite: CHEM 1312.

ED 311. Growth and Development for EC to Grade 12 (EL). 3 Hours.
This is an introductory education course which presents theories of children's growth and development along with their relationship to learning and teaching. Cultural, emotional, physical, intellectual, and learning differences are studied for their impact on learning and educational opportunity. Students must be considered in their junior year and will be required to participate in 8 hours of field experience. This course integrates the principles of Experiential Learning and meets the criteria of field work.

This course provides students seeking certification in grades 4-8 and 7-12 skills for designing instruction and assessment that promote a growth mindset and create a positive, productive classroom environment. Students will apply skills and knowledge in lesson and unit planning as well as content pedagogy specific to area of certification. Traditional as well as innovative technologies will be addressed. State of Texas Assessments of Academic Readiness (STAAR) and End of Course Exams (EOC) effective content pedagogy will be emphasized in this course. This course integrates the principles of Experiential Learning and meets the criteria of field work.

ED 331. Classroom and Behavior Management. 3 Hours.
This course presents best practices in classroom and behavior management including management of time, materials, and space. Additionally, the course examines strategies for managing individual and large-group student behaviors, transitions, lab activities, and other arrangements for classrooms in general and special education. Prerequisite: Admitted to the Teacher Preparation Program.

ED 435. Secondary Content Pedagogy. 3 Hours.
This course provides students seeking certification in grades 4-8 and 7-12 with pedagogical best-practices. Students will learn lesson planning, assessment, and available resources for their specific content area. Methods for accessing and processing information through traditional as well as new technologies will be addressed. Prerequisite: Admission to the Teacher Preparation Program.

ED 495. Block 1 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.
This course provided clinical experience in the public school setting as part of the field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend six hours per week for 12 weeks in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 1 is the first semester of the co-teaching assignment (2 semesters) in which the Teacher Candidate and Cooperating Teacher are considered co-teachers for the class. Course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principles of experiential learning and meets the criterion for internship. Prerequisite: Met admission requirements to undergraduate field based placement guidelines.
ED 496. Block 2 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.
This course provided clinical experience in a public school setting as part of field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend 72 complete instructional days in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 2 is the second semester of the co-teaching assignment (2 semesters) in which Teacher Candidate and Cooperating Teacher are co-teachers for the public school class. Course graded on Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principals of experiential learning and meets the criterion for internship. Prerequisite: successful completion of ED 495, continued acceptance in the public school classroom, and completion of program requirements.

ITED 350. Technology and Digital Literacy. 3 Hours.
This course is designed to assist students with developing skills for using web applications and mobile computing. The activities in the course assist students with promoting critical thinking and problem-solving skills by engaging them with digital tools being used in daily life. Topics covered include: technology in society, computers and digital components, the internet-how it works and making the most of web resources, applications for work and play, and systems software-operating systems, utilities and file management, information technology ethics, understanding and assessing hardware, digital devices and media and protection, information technology careers, software programming, databases and information systems, networking and security.

PHYS 1301. College Physics I. 3 Hours.
This course covers algebra-level physics sequences for students in pre-professional programs, biology, geology, or architecture who do not expect to do additional work in engineering or physics. This course covers basic mechanics, fluids, and thermodynamics. Prerequisite: MATH 1314 and MATH 1316, or MATH 2312 or MATH 2412. Corequisite: PHYS 1101.

PHYS 1101. College Physics I Lab. 1 Hour.
Physics lab covers mechanics, heat, thermodynamics, and sound. Corequisite: PHYS 1301.

PHYS 1302. College Physics II. 3 Hours.
This course covers algebra-level physics sequence for students in pre-professional programs, biology, geology, and architecture who do not expect to do additional work in engineering or physics. The course covers electricity and magnetism, light, and modern physics. Prerequisite: PHYS 1301 and PHYS 1101, or PHYS 1401. Corequisite: PHYS 1102.

PHYS 1102. College Physics II Lab. 1 Hour.
Physics lab covers electricity and magnetism, light, and modern physics. Corequisite: PHYS 1302.

RDG 343. Reading Beyond the Primary Grades. 3 Hours.
This course teaches content area teachers how to help their students learn from textbooks, including techniques for evaluating both textbooks and students. Coping with the reading, demands of textbooks, and study skills will be learned.

SPED 410. Introduction to Individual with Exceptionalities. 3 Hours.
This course develops students' foundational knowledge of historical perspectives, educational principles, laws, and professional ethics and roles in the fields of special education and English Language Learners (ELL). It focuses on the learning and behavioral characteristics of diverse learners, including students with exceptionalities (which includes disabilities, Attention Deficit Hyperactivity Disorders, Dyslexia, and Gifted/Talented) students who are ELL and students who are Culturally and Linguistically Diverse Exceptional (CLDE) learners. Additionally, this course introduces instructional strategies, appropriate curriculum, accommodations, modifications, and assistive technology to ensure the success of all learners.

SPED 418. Research, Trends, and Issues in Education. 3 Hours.
This course presents current research, issues, and trends in education, specifically emphasizing the teaching-learning process to meet specific student learning needs. Emphasis is placed on teacher candidates integrating best practices in the teaching-learning process including: 1) Strength-based strategies, 2) Understanding by Design, 3) Differentiation, 4) Differentiation for Neurodiversity, 5) State Accountability Testing, and 6) Teacher Evaluation. Prerequisite: Admission to the Teacher Preparation Program.

Faculty
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Dr. David Allard
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Dr. Benjamin Neuman
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Dr. Judy Sander
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Debora Shidemantle
Instructor
Email: debora.shidemantle@tamut.edu

Dr. Abbie Strunc
Assistant Professor
Email: astrunc@tamut.edu

Biology 7-12 Life Sciences Certification

Teacher Preparation Program Admission Requirements
Apply 3rd Year, 1st Semester
1. Application to Teacher Prep Program via TK20 in September or February
2. GPA requirement of 2.8 cumulative
3. Completion of 15 hours in Content / Major Area for certification in 7-12 with no grade below C

Biology w/ 7-12 Life Sciences Teacher Certification Degree Requirements
Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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Biology 7-12 Life Sciences Certification

CHEM 1312 General Chemistry II 3
CHEM 1112 General Chemistry II (Lab) 1
BIOL 307 General Ecology 3
BIOL 308 Invertebrate Zoology 3
BIOL 310 Genetics (EL) 4
BIOL 402 Cell and Molecular Biology 4
BIOL 466 Evolutionary Biology 3
BIOL 481 Seminar in Biology 3
UD Biology Electives 9

Other Requirements
RDG 343 Reading Beyond the Primary Grades 3
MATH 2412 Pre-Calculus 6
MATH 1342 Elementary Statistical Methods 3
4sch Upper Division (300 & 400 level) Electives 4

Professional Development
ED 311 Growth and Development for EC to Grade 12 (EL) 3
ED 321 Foundations of Education for Secondary (EL) 3
Block 1
ED 331 Classroom and Behavior Management 9 3
ED 495 Block 1 - Co-Teaching Practicum for Certification Candidates (EL) 9 3
Block 2
ED 496 Block 2 - Co-Teaching Practicum for Certification Candidates (EL) 10 3
SPED 418 Research, Trends, and Issues in Education 10 3

Minimum grade of "C" required in all Major, ED, SPED and Professional Development courses

Electives (as needed to satisfy minimum degree requirements including 54 semester credits of upper division)

Minimum Hours for Degree 120

6 Satisfies core curriculum
7 May satisfy core curriculum in Component Area Option
8 Requires Admission to Teacher Prep Program
9 Requires successful placement interview with a partnership public school district
10 Requires passing all TExES exams

Note: A minimum of 54 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.

Undergraduate Courses in Biology w/7-12 Life Science

BIOL 1106. Biology for Science Majors I Lab. 1 Hour.
This course provides students with hands-on exploration in the biological sciences. Content includes the process of scientific inquiry, important concepts in biochemistry and genetics, and introduction to laboratory techniques. Corequisite: BIOL 1306.

BIOL 1107. Biology for Science Majors II Lab. 1 Hour.
This course provides students with hands-on exploration in the biological sciences. Content includes a survey of plants, animals, and microorganisms as well as studies of basic biological processes such as digestion, circulation, and nervous system function. Corequisite: BIOL 1307.

BIOL 1108. Biology for Non-science Majors I Lab. 1 Hour.
This course provides students with hands-on exploration in the biological sciences. Content includes the process of scientific inquiry, important concepts in biochemistry and genetics, and introduction to laboratory techniques. Prerequisite or Corequisite: BIOL 1308.

BIOL 1109. Biology for Non-science Majors II Lab. 1 Hour.
This course provides students with hands-on exploration in the biological sciences. Content includes the process of scientific inquiry, important concepts in biochemistry and genetics, and introduction to laboratory techniques. Prerequisite or Corequisite: BIOL 1309.

BIOL 1306. Biology for Science Majors I. 3 Hours.
This course introduces the student to the nature of science and the application of science to contemporary issues. Content includes the chemistry of life, the cell, genetics, and mechanisms of evolution. Corequisite: BIOL 1106.
BIOL 1307. Biology for Science Majors II. 3 Hours.
This course introduces the student to the nature of science and the application of science to contemporary issues. Content includes plant form and function, animal form and function, and ecology. Prerequisite: BIOL 1306. Corequisite: BIOL 1107.

BIOL 1308. Biology for Non-Science Majors I. 3 Hours.
This course introduces the student to the nature of science and the application of science to contemporary issues. Content includes the chemistry of life, the cell, genetics, and mechanisms of evolution. NOTE: Lab may be required for specific majors.

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This course introduces the student to the nature of science and the application of science to contemporary issues. Content includes plant form and function, animal form and function, and ecology. NOTE: Lab may be required for specific majors. Prerequisite: BIOL 1308.

BIOL 2401. Human Anatomy and Physiology I. 4 Hours.
This course covers basic human anatomy and physiological principles focusing on the cellular and tissue levels and their integration into the integumentary, skeletal, muscular, and nervous systems. C or better in BIOL 1306 or 35 or better on the Biology Readiness test.

BIOL 2402. Human Anatomy and Physiology II. 4 Hours.
This course covers basic human anatomy and physiological principles focusing on the nervous, endocrine, digestive, respiratory, cardiovascular, immune, urinary, and reproductive organ systems. Prerequisite: C or better in BIOL 2401.

BIOL 2405. Introduction to Microbiology. 4 Hours.
This is an introductory microbiology course consisting of lecture and laboratory sessions and designed for the non-biology majors and allied health students. Topics include the morphology, physiology, and taxonomy of representative groups of pathogenic and nonpathogenic microorganisms; human-microbe interactions; public health microbiology; and host defense mechanisms. BIOL 1306 is recommended prior to BIOL 2405.

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This course provides an introduction to the basic principles of bioenvironmental science with emphasis on scientific literacy, current events, global and international issues, historic context, and the relationship between humans and the natural world. The course will also address conservation, pollution, energy, and other contemporary environmental problems.

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This course provides individual instruction. Students may repeat the course when topics vary.

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This course covers the principles of ecology with special reference to populations and their ecosystems, distribution, biotic communities, and environmental relationships. This course requires field trips. Prerequisite: BIOL 1306 and BIOL 1106, and BIOL 1307 and BIOL 1107.

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This course explores the diversity of invertebrate types, morphologically, embryologically, and physiologically. The course emphasizes the ecological role of invertebrates. Prerequisite: BIOL 1306 and BIOL 1106, and BIOL 1307 and BIOL 1107.

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BIOL 330. Introduction to Geographic Information Systems. 4 Hours.
Introduces the concepts and applications of computer-based spatial data handling, known as geographic information systems (GIS) technology. Illustrates the essential methods of GIS and its applications in fields including geography, natural resource management, planning and environmental science. Students gain application skills via a series of practical exercises illustrating problem-solving strategies using up-to-date GIS software packages. Lectures, laboratories, and special assignments will be utilized in this course. Pre-requisites: MATH 1314.

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This course will provide an overview of pharmacology based on principles of drug action with emphasis on drug classes. Topics include pharmacology of the autonomic, cardiovascular, central nervous and endocrine systems. Prerequisites: BIOL 1306 & 1106, BIOL 1307 & 1107; and BIOL 2401 & 2402 or BIOL 449.
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This web-based course utilizes a systems approach to the language of medicine, including the analysis and utilization of word roots, combining forms, prefixes, suffixes, and medical terms; emphasis is on written and spoken medical vocabulary. Prerequisite: Completion of two semesters of Biology courses.

BiOL 343. Practical Paleontology. 3 Hours.  
Designed for students with an interest in fossils and how they can be used to reconstruct ancient ecosystems. This course covers principles of fossil data collection, preparation, conservation, and management with hands-on experience collecting fossils from the Texas, Oklahoma and Arkansas area. Practice fossil preparation skills and learn to identify fossils based on published descriptions. Students will be introduced to paleontological research using the fossils they find in two brief guided research project. Prerequisite: BiOL 1307 or equivalent or instructor's permission.

BiOL 402. Cell and Molecular Biology. 4 Hours.  
This course consists of lectures and laboratory activities and will provide a strong background in the cellular and molecular aspects of biology. Topics include: methods in cellular and molecular biology, transcription in prokaryotes and eukaryotes, posttranscriptional events, translation, DNA replication, and recombination. Prerequisite: 8 SCH of Biology.

BiOL 415. Darwin and the Origin of Species. 3 Hours.  
This course will focus on Darwin's hypotheses and compare his ideas with modern developments in the study of biological evolution.

BiOL 420. Global Change (EL). 3 Hours.  
This course will focus on global change. Major topics covered include climate change, sea level change/coastal inundation, ocean acidification, and permafrost and the changing Arctic. This course integrates the principles of Experiential Learning (EL) and meets the criteria for project-based research. Prerequisite: 6 SCH of Biology.

BiOL 421. Endangered Ecosystems. 3 Hours.  
This course will focus on endangered ecosystems and organisms from around the world. Coral reefs, Brazilian rain forest destruction, amphibian crisis, and the Gulf of Mexico Dead Zone will be studied in detail. Prerequisite: 6 SCH in Biology.

BiOL 422. Atmosphere and Biosphere. 3 Hours.  
This course will focus on how the atmosphere affects the biosphere. Stratospheric ozone, black carbon (soot), El Nino, and the environmental impact of carbon monoxide will be studied in detail. Prerequisite: 6 SCH of Biology.

BiOL 425. Immunology. 4 Hours.  
This is a course designed to introduce the immune system in all its aspects and is designed for the allied health students and biology majors. Topics include innate and adaptive immunity, generation of antibody and lymphocyte diversity, signaling molecules, cellular and humoral immunity, immunological failure in disease, and manipulation of immunity.

BiOL 430. Astrobiology. 3 Hours.  
This course will focus on the understanding that astrobiology is concerned with the origin, evolution, and distribution of life in the Universe. It investigates life in its cosmic context. Cross listed with BiOL 530. Prerequisite: Two semesters of Biology or permission of the instructor.

BiOL 437. Herpetology. 3 Hours.  
This is a course designed to introduce the study of herpetology in all aspects, and is designed for Biology and science majors. Topics include the anatomy, physiology, taxonomy, systematics, natural history, distribution, ecology, and conservation of amphibians and reptiles; primarily North America species with special emphasis on local Texas native species. Prerequisites: BiOL 1306, BiOL 1307, BiOL 1106, BiOL 1107.

BiOL 443. Paleozoology. 3 Hours.  
This course looks at the evolution of modern animals by bringing together recent advances in genetics with the fossil record. This course will provide an evolutionary perspective on the origins of important groups of animals from single-celled organisms to modern humans through lectures, discussions, and hands-on workshops with fossils. Prerequisite: BiOL 308 or instructor permission.

BiOL 445. Virology. 3 Hours.  
This course will introduce students to the biology of viruses, with a particular focus on viruses of medical importance. Topics covered will include virus structure; classification, evolution, and life cycles of viruses; methods used to study viruses; their interaction with host cells; mechanisms of pathogenicity; host responses of the host to viral infection and vaccine applications; in-depth study of the life cycles of the major classes of viruses and discussion of emerging viruses. Prerequisite: Two semesters of biology and BiOL 311, or instructor permission.

BiOL 447. Synthetic Biology. 3 Hours.  
This course will explore the application of synthetic biology in the biomolecular sciences, looking at a range of techniques that have been used to build useful tools from biological components. We will focus on the current use of molecular bioengineering in the area of human health. This course reinforces advanced concepts in molecular biology, and would be useful for students interested in careers in medicine or pharmaceutical research. Cross-listed with BiOL 547. Prerequisite: Two semesters of biology and one semester of microbiology or approval of instructor.

BiOL 449. Vertebrate Histology. 4 Hours.  
This course is the study of the cell and fundamental tissue types to include the microscopic structure of the organ systems of representative vertebrates. Emphasis will be on the relationship between microscopic structure and function. Prerequisite: Two semesters of biology, with Anatomy and Physiology recommended but not required.
BIOL 450. Limnology. 4 Hours.
This course is the study of the biological, chemical, and physical characteristics of the freshwater environment. Prerequisite: Two semesters of biology.

BIOL 466. Evolutionary Biology. 3 Hours.
This course covers the basic principles, mechanisms, and patterns of evolutionary biology including a historical survey of related ideas. Prerequisite: Two semesters of biology.

BIOL 470. Internship in Biology. 1-3 Hours.
This is a directed internship that provides biology students with the applications of biology related knowledge in an organization. The student receives hands-on experience under the joint guidance of a professional from an organization and a faculty supervisor. 1-3 credit hours available. May be repeated up to a maximum of 3 SCH. Prerequisite: Consent of instructor.

BIOL 472. Introduction to Forensic Science. 3 Hours.
This course is a study of basic concepts, techniques, practices, and procedures of criminalistics, including the most current technologies in forensic analysis. Criminal investigation of actual cases will be discussed with a minimum of scientific terminology. In addition, the course will emphasize the nature of physical evidence, including the use of DNA profiling. This course is strongly recommended for Criminal Justice majors and Pre-Allied Health track students in Biology. Prerequisite: Junior or Senior standing.

BIOL 473. Fundamentals of DNA Forensics. 4 Hours.
Fundamentals of DNA forensics explores the current methods of DNA typing. It encompasses current forensic DNA analysis methods, as well as biology, technology, and genetic interpretation. The course will follow the path of DNA evidence starting with sample collection and the processes of DNA extraction, quantitation, amplification, and statistical interpretation. By the end of the course, students will explore the important role of DNA evidence for law enforcement. Cross-listed with BTEC 473.

BIOL 481. Seminar in Biology. 3 Hours.
This course requires student participation in general and specific topics in biology. May be repeated in a different topic. Prerequisite: Senior standing with Biology major.

BIOL 489. Independent Study in Biology. 1-4 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

BIOL 490. Introduction to Biotechnology. 4 Hours.
This course will explore the principles and applications of DNA science with special reference to recombinant DNA technology. This course is highly recommended for students focusing on a career in the medical field. Prerequisite: Junior or Senior standing.

BIOL 497. Special Topics. 1-4 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

BIOL 499. Independent Research. 1-6 Hours.
Independent research in Biology conducted by a student under the guidance of a faculty member of his or her choice. The student is required to maintain a research journal and submit a project report by the end of the semester and potentially make an oral presentation on the project. SCH and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: Consent of instructor.

ED 311. Growth and Development for EC to Grade 12 (EL). 3 Hours.
This is an introductory education course which presents theories of children's growth and development along with their relationship to learning and teaching. Cultural, emotional, physical, intellectual, and learning differences are studied for their impact on learning and educational opportunity. Students must be considered in their junior year and will be required to participate in 8 hours of field experience. This course integrates the principles of Experiential Learning and meets the criteria of field work.

This course provides students seeking certification in grades 4-8 and 7-12 skills for designing instruction and assessment that promote a growth mindset and create a positive, productive classroom environment. Students will apply skills and knowledge in lesson and unit planning as well as content pedagogy specific to area of certification. Traditional as well as innovative technologies will be addressed. State of Texas Assessments of Academic Readiness (STAAR) and End of Course Exams (EOC) effective content pedagogy will be emphasized in this course. This course integrates the principles of Experiential Learning and meets the criteria for field work.

ED 331. Classroom and Behavior Management. 3 Hours.
This course presents best practices in classroom and behavior management including management of time, materials, and space. Additionally, the course examines strategies for managing individual and large-group student behaviors, transitions, lab activities, and other arrangements for classrooms in general and special education. Prerequisite: Admitted to the Teacher Preparation Program.

ED 435. Secondary Content Pedagogy. 3 Hours.
This course provides students seeking certification in grades 4-8 and 7-12 with pedagogical best-practices. Students will learn lesson planning, assessment, and available resources for their specific content area. Methods for accessing and processing information through traditional as well as new technologies will be addressed. Prerequisite: Admission to the Teacher Preparation Program.
ED 495. Block 1 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.
This course provided clinical experience in the public school setting as part of the field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend six hours per week for 12 weeks in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 1 is the first semester of the co-teaching assignment (2 semesters) in which the Teacher Candidate and Cooperating Teacher are considered co-teachers for the class. Course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principles of experiential learning and meets the criterion for internship. Prerequisite: Met admission requirements to undergraduate field based placement guidelines.

ED 496. Block 2 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.
This course provided clinical experience in a public school setting as part of field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend 72 complete instructional days in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 2 is the second semester of the co-teaching assignment (2 semesters) in which Teacher Candidate and Cooperating Teacher are co-teachers for the public school class. Course graded on Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principals of experiential learning and meets the criterion for internship. Prerequisite: successful completion of ED 495, continued acceptance in the public school classroom, and completion of program requirements.

ITED 350. Technology and Digital Literacy. 3 Hours.
This course is designed to assist students with developing skills for using web applications and mobile computing. The activities in this course assist students with promoting critical thinking and problem-solving skills by engaging them with digital tools being used in daily life. Topics covered include: technology in society, computers and digital components, the internet - how it works and making the most of web resources, applications for work and play, and systems software - operating systems, utilities and file management, information technology ethics, understanding and assessing hardware, digital devices and media and protection, information technology careers, software programming, databases and information systems, networking and security.

MATH 1342. Elementary Statistical Methods. 3 Hours.
This course provides a rigorous study of the concepts and applications of the collection, analysis, presentation, and interpretation of data and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Appropriate computer software and handheld technologies will be utilized. Prerequisite: Must have satisfied the math portion of the TSI.

MATH 2412. Pre-Calculus. 4 Hours.
This course provides a rigorous study of the fundamental topics of calculus including algebraic functions and their graphs, trigonometric functions and identities, polynomial, rational, exponential, and logarithmic functions, solutions to equations and inequalities, analytic geometry, and polar coordinates. This course is designed to prepare STEM majors for success in calculus. Appropriate computer software and handheld technologies will be utilized. Prerequisite: MATH 1314 with a C or better or the equivalent preparation by STEM department chair permission. Placement will also be determined by the Math Placement Exam score.

RDG 343. Reading Beyond the Primary Grades. 3 Hours.
This course teaches content area teachers how to help their students learn from textbooks, including techniques for evaluating both textbooks and students. Coping with the reading demands of textbooks, and study skills will be learned.

SPED 410. Introduction to Individual with Exceptionalities. 3 Hours.
This course develops students' foundational knowledge of historical perspectives, educational principles, laws, and professional ethics and roles in the fields of special education and English Language Learners (ELL). It focuses on the learning and behavioral characteristics of diverse learners, including students with exceptionalities (which includes disabilities, Attention Deficit Hyperactivity Disorders, Dyslexia, and Gifted/Talented) students who are ELL and students who are Culturally and Linguistically Diverse Exceptional (CLDE) learners. Additionally, this course introduces instructional strategies, appropriate curriculum, accommodations, modifications, and assistive technology to ensure the success of all learners.

SPED 418. Research, Trends, and Issues in Education. 3 Hours.
This course presents current research, issues, and trends in education, specifically emphasizing the teaching-learning process to meet specific student learning needs. Emphasis is placed on teacher candidates integrating best practices in the teaching-learning process including: 1) Strength-based strategies, 2) Understanding by Design, 3) Differentiation, 4) Differentiation for Neurodiversity, 5) State Accountability Testing, and 6) Teacher Evaluation. Prerequisite: Admission to the Teacher Preparation Program.

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Chemistry 7-12 Chemistry Certification

Teacher Preparation Program Admission Requirements

Apply 3rd Year, 1st Semester

1. Application to Teacher Prep Program via TK20 in September or February  
2. GPA requirement of 2.8 cumulative  
3. Completion of 15 hours in Content / Major Area for certification in 7-12 with no grade below C

Chemistry w/7-12 Chemistry Teacher Certification Degree Requirements

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CHEM 1311</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 1111</td>
<td>General Chemistry I (Lab)</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 1312</td>
<td>General Chemistry II</td>
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</tr>
<tr>
<td>CHEM 1112</td>
<td>General Chemistry II (Lab)</td>
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<tr>
<td>CHEM 2423</td>
<td>Organic Chemistry I</td>
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<tr>
<td>CHEM 2425</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 321</td>
<td>Inorganic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 340</td>
<td>Quantitative Chemical and Instrumental Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 351</td>
<td>Physical Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 405</td>
<td>Environmental Chemistry</td>
<td>3</td>
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</table>
CHEM 410  
Biochemistry I  

CHEM 440  
Instrumental Analysis

CHEM 479  
Capstone in Chemistry

CHEM 497  
Special Topics in Chemistry

MATH 2413  
Calculus I  

PHYS 2325  
University Physics I

PHYS 2125  
University Physics I Lab

PHYS 2326  
University Physics II

PHYS 2126  
University Physics II Lab

Other Requirements

BIOL 1306  
Biology for Science Majors I  

BIOL 1106  
Biology for Science Majors I Lab

BIOL 1307  
Biology for Science Majors II  

BIOL 1107  
Biology for Science Majors II Lab

RDG 343  
Reading Beyond the Primary Grades

Professional Development

ED 311  
Growth and Development for EC to Grade 12 (EL)

ED 321  
Foundations of Education for Secondary (EL)

Block 1:

ED 331  
Classroom and Behavior Management  

ED 495  
Block 1 - Co-Teaching Practicum for Certification Candidates (EL)

Block 2:

ED 496  
Block 2 - Co-Teaching Practicum for Certification Candidates (EL)

SPED 418  
Research, Trends, and Issues in Education

Electives (As needed to satisfy minimum degree requirements and 54 semester credit hours of Upper Division Coursework)

Minimum Grade of “C” in all Major, Ed, Sped and Professional Development Courses

Minimum Hours for Degree  

120

1  
Satisfies Core Curriculum

2  
Requires Admission to Teacher Prep Program

3  
Requires successful placement interview with a partnership public school district

4  
Requires passing all TExES exams

Note: A minimum of 46 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.

Courses in Chemistry w/7-12 Teacher Certification

CHEM 1311. General Chemistry I. 3 Hours.
This course covers the fundamental principles of chemistry. This course is the first of two general chemistry courses offered sequentially for majors in biological, health, and physical sciences. Topics include measurements, fundamental properties of matter, states of matter, chemical reactions, chemical stoichiometry, periodicity of elemental properties, atomic structure, chemical bonding, molecular structure, solutions, properties of gases, and an introduction to thermodynamics and descriptive chemistry. Prerequisite: MATH 1314 or MATH 2412. Corequisite: CHEM 1311.

CHEM 1111. General Chemistry I (Lab). 1 Hour.
This course introduces students to basic laboratory experiments supporting theoretical principles presented in CHEM 1311. The course introduces the scientific method, experimental design, data collection and analysis, and preparation of laboratory reports. Corequisite: CHEM 1311.

CHEM 1312. General Chemistry II. 3 Hours.
This course is the second course of the general chemistry sequence. Topics include chemical equilibrium, phase diagrams and spectrometry, acid-base concepts, thermodynamics, kinetics, electrochemistry, nuclear chemistry, and an introduction to organic chemistry and descriptive organic chemistry. Prerequisite: CHEM 1111 and CHEM 1311. Corequisite: CHEM 1112.

CHEM 1112. General Chemistry II (Lab). 1 Hour.
This course introduces students to basic laboratory experiments supporting theoretical principles presented in CHEM 1312. Students will be introduced to the use of the scientific method in experimental design, chemical instrumentation, data collection and analysis, and preparation of laboratory reports. Prerequisite: CHEM 1111. Corequisite: CHEM 1312.
CHEM 2423. Organic Chemistry I. 4 Hours.
This course is the first of a comprehensive and somewhat rigorous survey of organic chemistry emphasizing nomenclature, structure, properties, synthesis, and reaction mechanisms of carbon compounds. Prerequisite: CHEM 1312 with a grade of C or better.

CHEM 2425. Organic Chemistry II. 4 Hours.
This course is the second semester of Organic Chemistry sequence emphasizing the classes of aliphatic and aromatic compounds that contain oxygen and nitrogen. Prerequisite: CHEM 2423.

CHEM 340. Quantitative Chemical and Instrumental Analysis. 4 Hours.
This course covers fundamental theory and techniques in traditional chemical analysis. Topics include sampling and separation methods, measurements, statistics, equilibrium and pH studies, gravimetric and combustion analysis, electrochemical techniques, and introduction to instrumentation. Biology minors in Environmental Science require this course. Prerequisite: CHEM 1312 with a grade of C or better.

CHEM 410. Biochemistry I. 4 Hours.
Biochemistry I is the first semester of a one-year course. The first semester covers the structures and functions of amino acids, proteins, and simple and complex carbohydrates. This course also covers carbohydrate metabolism, including glycolysis, gluconeogenesis and signal cascades in carbohydrate metabolism. The course emphasizes understanding biochemistry from a biological point of view and on providing information on how biochemical events are regulated in living tissues. Prerequisite: CHEM 2423 and CHEM 2425 with a C or better in both courses.

CHEM 351. Physical Chemistry I. 4 Hours.
This course is an introduction to quantum mechanics, solvable model problems, chemical kinetics, rigorous treatments of the first, second, and third laws of thermodynamics, as well as applications to gases (both ideal and real), liquids, solutions, and phase equilibria. Prerequisite: MATH 2413, PHYS 2325, and PHYS 2326.

CHEM 321. Inorganic Chemistry. 4 Hours.
This course focuses on descriptive inorganic chemistry. It covers bonding theories, redox chemistry, properties of main group and transition metals, ligand field theory, molecular magnetism, and electronic spectra in transition metal complexes. Prerequisites: CHEM 1111, CHEM 1112, CHEM 1311, and CHEM 1312.

CHEM 497. Special Topics in Chemistry. 1-4 Hours.
This course provides instruction on special topics in an identified area of chemistry. Students may repeat the course for credit when topics vary. Prerequisite: Permission of instructor.

BIOL 1306. Biology for Science Majors I. 3 Hours.
This course introduces the student to the nature of science and the application of science to contemporary issues. Content includes the chemistry of life, the cell, genetics, and mechanisms of evolution. Corequisite: BIOL 1106.

BIOL 1106. Biology for Science Majors I Lab. 1 Hour.
This course provides students with hands-on exploration in the biological sciences. Content includes the process of scientific inquiry, important concepts in biochemistry and genetics, and introduction to laboratory techniques. Corequisite: BIOL 1306.

BIOL 1307. Biology for Science Majors II. 3 Hours.
This course introduces the student to the nature of science and the application of science to contemporary issues. Content includes plant form and function, animal form and function, and ecology. Prerequisite: BIOL 1306. Corequisite: BIOL 1107.

BIOL 1107. Biology for Science Majors II Lab. 1 Hour.
This course provides students with hands-on exploration in the biological sciences. Content includes a survey of plants, animals, and microorganisms as well as studies of basic biological processes such as digestion, circulation, and nervous system function. Corequisite: BIOL 1307.

PHYS 2325. University Physics I. 3 Hours.
This course is a calculus based physics sequence for students in pre-professional programs, biology, geology, or architecture who do not expect to do additional work in engineering or physics. Topics include elementary vector algebra, mechanics, heat, thermodynamics and sound. Prerequisite: MATH 2413. Corequisite: PHYS 2125.

PHYS 2125. University Physics I Lab. 1 Hour.
Physics lab covers elementary vector algebra, mechanics, heat, thermodynamics and sound. Prerequisite or Corequisite: MATH 2413. Corequisite: PHYS 2325.

PHYS 2326. University Physics II. 3 Hours.
This course is a calculus-based physics sequence for students in computer science and engineering programs. This course covers electricity and magnetism, light, and modern physics. Prerequisite: PHYS 2325 or PHYS 2425. Corequisite: PHYS 2126.

PHYS 2126. University Physics II Lab. 1 Hour.
This lab covers electricity and magnetism, light, and modern physics. Prerequisite or Corequisite: MATH 2413. Corequisite: PHYS 2326.

ED 311. Growth and Development for EC to Grade 12 (EL). 3 Hours.
This is an introductory education course which presents theories of children's growth and development along with their relationship to learning and teaching. Cultural, emotional, physical, intellectual, and learning differences are studied for their impact on learning and educational opportunity. Students must be considered in their junior year and will be required to participate in 8 hours of field experience. This course integrates the principles of Experiential Learning and meets the criteria of field work.
This course provides students seeking certification in grades 4-8 and 7-12 skills for designing instruction and assessment that promote a growth mindset and create a positive, productive classroom environment. Students will apply skills and knowledge in lesson and unit planning as well as content pedagogy specific to area of certification. Traditional as well as innovative technologies will be addressed. State of Texas Assessments of Academic Readiness (STAAR) and End of Course Exams (EOC) effective content pedagogy will be emphasized in this course. This course integrates the principles of Experiential Learning and meets the criteria for field work.

ED 331. Classroom and Behavior Management. 3 Hours.
This course presents best practices in classroom and behavior management including management of time, materials, and space. Additionally, the course examines strategies for managing individual and large-group student behaviors, transitions, lab activities, and other arrangements for classrooms in general and special education. Prerequisite: Admitted to the Teacher Preparation Program.

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This course provides students seeking certification in grades 4-8 and 7-12 with pedagogical best-practices. Students will learn lesson planning, assessment, and available resources for their specific content area. Methods for accessing and processing information through traditional as well as new technologies will be addressed. Prerequisite: Admission to the Teacher Preparation Program.

ED 495. Block 1 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.
This course provided clinical experience in the public school setting as part of the field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend six hours per week for 12 weeks in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 1 is the first semester of the co-teaching assignment (2 semesters) in which the Teacher Candidate and Cooperating Teacher are considered co-teachers for the class. Course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principles of experiential learning and meets the criterion for internship. Prerequisite: Met admission requirements to undergraduate field based placement guidelines.

ED 496. Block 2 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.
This course provided clinical experience in the public school setting as part of field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend 72 complete instructional days in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 2 is the second semester of the co-teaching assignment (2 semesters) in which Teacher Candidate and Cooperating Teacher are co-teachers for the public school class. Course graded on Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principals of experiential learning and meets the criterion for internship. Prerequisite: successful completion of ED 495, continued acceptance in the public school classroom, and completion of program requirements.

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This course is designed to assist students with developing skills for using web applications and mobile computing. The activities in teh course assist students with promoting critical thinking and problem-solving skills by engaging them with digital tools being used in daily life. Topics covered include: technology in society, computers and digital components, the internet- how it works and making the most of web resources, applications for work and play, and systems software- operating systems, utilities and file management, information technology ethics, understanding and assessing hardware, digital devices and media and protection, information technology careers, software programming, databases and information systems, networking and security.

MATH 2413. Calculus I. 4 Hours.
This course provides a rigorous study of the concepts and applications of limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental function, with an application to calculation of areas. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 1314 and MATH 1316 with a C or better, or MATH 2412 with a C or better. Placement will also be determined by the Math Placement Exam score.

RDG 343. Reading Beyond the Primary Grades. 3 Hours.
This course teaches content area teachers how to help their students learn from textbooks, including techniques for evaluating both textbooks and students. Coping with the reading demands of textbooks, and study skills will be learned.

SPED 410. Introduction to Individual with Exceptionalities. 3 Hours.
This course develops students’ foundational knowledge of historical perspectives, educational principles, laws, and professional ethics and roles in the fields of special education and English Language Learners (ELL). It focuses on the learning and behavioral characteristics of diverse learners, including students with exceptionalities (which includes disabilities, Attention Deficit Hyperactivity Disorders, Dyslexia, and Gifted/Talented) students who are ELL and students who are Culturally and Linguistically Diverse Exceptional (CLDE) learners. Additionally, this course introduces instructional strategies, appropriate curriculum, accommodations, modifications, and assistive technology to ensure the success of all learners.

SPED 418. Research, Trends, and Issues in Education. 3 Hours.
This course presents current research, issues, and trends in education, specifically emphasizing the teaching-learning process to meet specific student learning needs. Emphasis is placed on teacher candidates integrating best practices in the teaching-learning process including: 1) Strength-based strategies, 2) Understanding by Design, 3) Differentiation, 4) Differentiation for Neurodiversity, 5) State Accountability Testing, and 6) Teacher Evaluation. Prerequisite: Admission to the Teacher Preparation Program.
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---

**English 4-8 English, Lang. Arts, Reading Certification**

**Teacher Preparation Program Admission Requirements**

**Apply 3rd Year, 1st Semester**

1. Application to Teacher Prep Program via TK20 in September or February  
2. GPA requirement of 2.8 cumulative  
3. Completion of 12 hours in Content/Major Area for certification with no grade below C

**Degree Requirements for English, Language Arts & Reading w/ 4-8 Teacher Certification**

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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<tr>
<td>ENGL 1302</td>
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<td>Technical Writing (EL)</td>
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**Reading**

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<td>RDG 352</td>
<td>Literacy Development in the Upper Grades</td>
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<td>RDG 354</td>
<td>Assessment Driven Literacy Instruction</td>
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Select six semester credit hours from:

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<td>ENG 305</td>
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<td>ENG 430</td>
<td>Studies in Women's Literature</td>
<td>3</td>
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<tr>
<td>ENG 450</td>
<td>Studies in Genre</td>
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<td>ENG 497</td>
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**Other Requirements**

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<td>BIOL 1108</td>
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<td>Classroom and Behavior Management</td>
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<td>ED 495</td>
<td>Block 1 - Co-Teaching Practicum for Certification Candidates (EL)</td>
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**Block 2**

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<tr>
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<tr>
<td>SPED 418</td>
<td>Research, Trends, and Issues in Education</td>
<td>3</td>
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</table>

**Electives (as needed to meet minimum degree requirements including 54 semester credit hours of upper division)**

**Minimum Hours for Degree**

121

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6. Minimum grade of "C" required in all Major, Education and Professional Development Courses
7. Requires Admission to Teacher Prep Program
8. Requires successful placement interview with a partnership public school district
9. Requires passing all TExES exams
10. Satisfies Core Curriculum

NOTE: A minimum of 46 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.
Undergraduate courses in English 4-8 English, Lang. Arts, Reading Certification

ED 311. Growth and Development for EC to Grade 12 (EL). 3 Hours.
This is an introductory education course which presents theories of children’s growth and development along with their relationship to learning and teaching. Cultural, emotional, physical, intellectual, and learning differences are studied for their impact on learning and educational opportunity. Students must be considered in their junior year and will be required to participate in 8 hours of field experience. This course integrates the principles of Experiential Learning and meets the criteria for field work.

This course provides students seeking certification in grades 4-8 and 7-12 skills for designing instruction and assessment that promote a growth mindset and create a positive, productive classroom environment. Students will apply skills and knowledge in lesson and unit planning as well as content pedagogy specific to area of certification. Traditional as well as innovative technologies will be addressed. State of Texas Assessments of Academic Readiness (STAAR) and End of Course Exams (EOC) effective content pedagogy will be emphasized in this course. This course integrates the principles of Experiential Learning and meets the criteria for field work.

ED 331. Classroom and Behavior Management. 3 Hours.
This course presents best practices in classroom and behavior management including management of time, materials, and space. Additionally, the course examines strategies for managing individual and large-group student behaviors, transitions, lab activities, and other arrangements for classrooms in general and special education. Prerequisite: Admission to the Teacher Preparation Program.

ED 340. Advanced Expository Writing (EL). 3 Hours.
This course advances individual writing ability by focusing upon analytical and rhetorical strategies through various exercises and the production of compositions. This course integrates the principles of Experiential Learning and meets criteria for undergraduate research. Prerequisite: ENGL 1301 and ENGL 1302 with a grade of C or better.

ENG 305. Children’s Literature I. 3 Hours.
This course provides a survey of the history of children’s books, books for very young children, picture books and illustrators, short fiction, folk tales, fables, myths and epics, historical fiction and biography.

ENG 306. Young Adult Literature. 3 Hours.
This course is a survey of young adult literature.

ENG 312. Shakespeare. 3 Hours.
This course provides a study of the author’s plays with special attention devoted to major and better-known works.

ENG 320. Understanding Grammar. 3 Hours.
This course engenders improved application and understanding of English grammar by using traditional sentence diagramming to review fundamental principles of grammar and mechanics.

ENG 345. Advanced Composition for Educators. 3 Hours.
This course provides future educators opportunities to grow as writers, personally and professionally, through interaction with the conventions of writing, literature, and writing across the curriculum, all within a writing community focused on education of self and others. Prerequisite: ENGL 1301 and ENGL 1302 with a grade of C or better.

ENG 350. Technical Writing (EL). 3 Hours.
This course emphasizes the principles of composition, document design, and rhetoric applied to primary genres within scientific, technical, and professional writing. This course integrates the principles of Experiential Learning and meets the criteria for undergraduate research. Prerequisite: ENGL 1301 and ENGL 1302 with a grade of C or better.
ENG 424. History and Grammar of the English Language. 3 Hours.
Participants will cover topics that include the basic features of human language, a historical study of English, and a study of English phonology, morphology, and syntax.

ENG 430. Studies in Women's Literature. 3 Hours.
This course provides a study of the various images of women in literature with an emphasis on the twentieth century.

ENG 442. Advanced American Literature. 3 Hours.
This course provides a study of specific eras of American Literature. Topics will vary.

ENG 445. Advanced World Literature. 3 Hours.
This advanced course in World Literature aims to introduce students to a selection of classic and/or modern literary works outside of the United States and Britain. One of the goals of the course is to analyze and discuss these works of literature within their socio-historical context with an emphasis upon a different theme or literary movement presented in each offering of the course. While this varying theme or movement will demarcate the frame of the course, the theme of encounters (textual and cultural) remains consistent and the importance of factors such as race, class, gender, religion, language, translation, and so on will be taken into consideration. The students' critical engagement with the assigned works of literature will be further enhanced by the historical and literary background provided by lectures and secondary sources. No prior knowledge of or familiarity with other languages is required as all reading materials are provided in English translation.

ENG 450. Studies in Genre. 3 Hours.
This course provides an advanced study of one of the following literary genres: Short Story, Film, Poetry, Drama, and International Literature. It may be repeated when topics vary.

ENG 472. Advanced British Literature. 3 Hours.
This course provides a study of specific eras of British Literature. Topics will vary.

ENG 489. Individual Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

ENG 491. Capstone in English Studies. 1 Hour.
This course constitutes a practicum in which students review English studies with emphasis on critical approaches to literature, literary terminology, and the characteristics and major writers of literary periods. Students write capstone papers that reflect their understanding of the components of literary study. Prerequisite: To be taken during the final semester of the bachelor's degree program in English.

ENG 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

ITED 350. Technology and Digital Literacy. 3 Hours.
This course is designed to assist students with developing skills for using web applications and mobile computing. The activities in the course assist students with promoting critical thinking and problem-solving skills by engaging them with digital tools being used in daily life. Topics covered include: technology in society, computers and digital components, the Internet—how it works and making the most of web resources, applications for work and play, and systems software—operating systems, utilities and file management, information technology ethics, understanding and assessing hardware, digital devices and media and protection, information technology careers, software programming, databases and information systems, networking and security.

RDG 343. Reading Beyond the Primary Grades. 3 Hours.
This course teaches content area teachers how to help their students learn from textbooks, including techniques for evaluating both textbooks and students. Coping with the reading, demands of textbooks, and study skills will be learned.

RDG 352. Literacy Development in the Upper Grades. 3 Hours.
This course provides the pre-service EC-6 teacher with knowledge and skills necessary to promote literacy development in the upper grades. Pre-service teachers will develop competency in promoting content literacy, fluency with expository texts, and vocabulary development. The targeted grade levels for this course are grades three through six. Prerequisite: Admission to the Teacher Preparation Program and successful completion of RDG 350.

RDG 354. Assessment Driven Literacy Instruction. 3 Hours.
This course provides the pre-service teachers with strategies for helping students who are experiencing minor difficulties in their reading development. A holistic framework will be provided for examining reading difficulties and with techniques for developing reading strengths within the classroom. Prerequisite: Admission to the Teacher Preparation Program and successful completion of RDG 350.

SPED 410. Introduction to Individual with Exceptionalities. 3 Hours.
This course develops students' foundational knowledge of historical perspectives, educational principles, laws, and professional ethics and roles in the fields of special education and English Language Learners (ELL). It focuses on the learning and behavioral characteristics of diverse learners, including students with exceptionalities (which includes disabilities, Attention Deficit Hyperactivity Disorders, Dyslexia, and Gifted/Talented) students who are ELL and students who are Culturally and Linguistically Diverse Exceptional (CLDE) learners. Additionally, this course introduces instructional strategies, appropriate curriculum, accommodations, modifications, and assistive technology to ensure the success of all learners.
SPED 418. Research, Trends, and Issues in Education. 3 Hours.
This course presents current research, issues, and trends in education, specifically emphasizing the teaching-learning process to meet specific student learning needs. Emphasis is placed on teacher candidates integrating best practices in the teaching-learning process including: 1) Strength-based strategies, 2) Understanding by Design, 3) Differentiation, 4) Differentiation for Neurodiversity, 5) State Accountability Testing, and 6) Teacher Evaluation. Prerequisite: Admission to the Teacher Preparation Program.

English Faculty

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Assistant Professor
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Dr. Dayna (Joy) Goldstein
Assistant Professor
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Dr. Corrine Hinton
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Dr. Douglas Julien
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Melba Foster
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Katheryn Hartshorn
Instructor
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Dr. Sara Lawrence
Associate Professor
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Dr. Judy Sander
Professor
Email: judy.sander@tamut.edu

Debora Shidemantle
Instructor
Email: debora.shidemantle@tamut.edu

Dr. Abbie Strunc
Assistant Professor
Email: astrunc@tamut.edu
English 7-12 English, Lang. Arts, Reading Certification

Teacher Preparation Program Admission Requirements

Apply 3rd Year, 1st Semester

1. Application to Teacher Prep Program via TK20 in September or February
2. GPA requirement of 2.8 cumulative
3. Completion of 12 hours in Content / Major Area for certification in 7-12 with no grade below C

Bachelor of Arts

The Bachelor of Arts (BA) degree requires two years of the same foreign language (12 SCH) as part of the general-education requirements. Two years of study in the same foreign language in high school may substitute for the first year (6 SCH) of the same language at the university level. Students may not complete all bachelor’s degrees as a BA. See the degree program listing for the programs that allow the BA option.

Degree Requirements

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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Reading

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Professional Development

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Block 1

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ED 495  
Block 1 - Co-Teaching Practicum for Certification Candidates (EL)  
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Block 2
ED 496  
Block 2 - Co-Teaching Practicum for Certification Candidates (EL)  
10  
3
SPED 418  
Research, Trends, and Issues in Education  
10  
3

Electives (as needed to satisfy minimum degree requirements including 54 SCH of Upper Division Coursework)

Language Requirement (same Foreign Language)  
11  
12

Minimum Hours for Degree  
121

6  Minimum grade of "C" required in all Major, Education and Professional Development Courses
7  Satisfies Core Curriculum
8  Required Admission to Teacher Prep Program
9  Requires successful placement interview with a partnership public school district
10 Requires passing all TExES exams
11 May be used to satisfy General Education requirements.

NOTE: A minimum of 46 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.

Bachelor of Science

Degree Requirements

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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Professional Development
fables, myths and epics, historical fiction and biography. This course provides a survey of the history of children's books, books for very young children, picture books and illustrators, short fiction, folk tales, and the role of children's literature in society.

ENG 305. Children's Literature I. 3 Hours.
This course integrates the principles of experiential learning and meets the criteria for internship. Prerequisite: successful completion of ED 495, continued acceptance in the public school classroom, and completion of program requirements. The Teacher Candidate is required to spend 72 complete instructional days in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clincial Teacher. Block 1 is the first semester of the co-teaching assignment (2 semesters) in which the Teacher Candidate and Cooperating Teacher are considered co-teachers for the class. Course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course provides clinical experience in the public school setting as part of the field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend six hours per week for 12 weeks in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 1 is the first semester of the co-teaching assignment (2 semesters) in which the Teacher Candidate and Cooperating Teacher are considered co-teachers for the class. Course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principles of experiential learning and meets the criteria for internship. Prerequisite: admission to the Teacher Preparation Program.

ED 311. Growth and Development for EC to Grade 12 (EL). 3 Hours.
This is an introductory education course which presents theories of children’s growth and development along with their relationship to learning and teaching. Cultural, emotional, physical, intellectual, and learning differences are studied for their impact on learning and educational opportunity. Students must be considered in their junior year and will be required to participate in 8 hours of field experience. This course integrates the principles of Experiential Learning and meets the criteria for field work.

This course provides students seeking certification in grades 4-8 and 7-12 skills for designing instruction and assessment that promote a growth mindset and create a positive, productive classroom environment. Students will apply skills and knowledge in lesson and unit planning as well as content pedagogy specific to area of certification. Traditional as well as innovative technologies will be addressed. State of Texas Assessments of Academic Readiness (STAAR) and End of Course Exams (EOC) effective content pedagogy will be emphasized in this course. This course integrates the principles of Experiential Learning and meets the criteria for field work.

ED 331. Classroom and Behavior Management. 3 Hours.
This course presents best practices in classroom and behavior management including management of time, materials, and space. Additionally, the course examines strategies for managing individual and large-group student behaviors, transitions, lab activities, and other arrangements for classrooms in general and special education. Prerequisite: Admitted to the Teacher Preparation Program.

ED 345. Secondary Content Pedagogy. 3 Hours.
This course provides students seeking certification in grades 4-8 with pedagogical best-practices. Students will learn lesson planning, assessment, and available resources for their specific content area. Methods for accessing and processing information through traditional as well as new technologies will be addressed. Prerequisite: Admission to the Teacher Preparation Program.

ED 395. Block 1 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.
This course provides clinical experience in the public school setting as part of the field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend six hours per week for 12 weeks in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 1 is the first semester of the co-teaching assignment (2 semesters) in which the Teacher Candidate and Cooperating Teacher are considered co-teachers for the class. Course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principles of experiential learning and meets the criterion for internship. Prerequisite: Met admission requirements to undergraduate field based placement guidelines.

ED 495. Block 2 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.
This course provides clinical experience in the public school setting as part of the field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend six hours per week for 12 weeks in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 2 is the second semester of the co-teaching assignment (2 semesters) in which Teacher Candidate and Cooperating Teacher are co-teachers for the public school class. Course graded on Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principals of experiential learning and meets the criterion for internship. Prerequisite: successful completion of ED 495, continued acceptance in the public school classroom, and completion of program requirements.

ENG 305. Children's Literature I. 3 Hours.
This course provides a survey of the history of children's books, books for very young children, picture books and illustrators, short fiction, folk tales, fables, myths and epics, historical fiction and biography.
ENG 306. Young Adult Literature. 3 Hours.
This course is a survey of young adult literature.

ENG 312. Shakespeare. 3 Hours.
This course provides a study of the author's plays with special attention devoted to major and better-known works.

ENG 320. Understanding Grammar. 3 Hours.
This course engenders improved application and understanding of English grammar by using traditional sentence diagramming to review fundamental principles of grammar and mechanics.

ENG 340. Advanced Expository Writing (EL). 3 Hours.
This course advances individual writing ability by focusing upon analytical and rhetorical strategies through various exercises and the production of compositions. This course integrates the principles of Experiential Learning and meets criteria for undergraduate research. Prerequisite: ENGL 1301 and ENGL 1302 with a grade of C or better.

ENG 345. Advanced Composition for Educators. 3 Hours.
This course provides future educators opportunities to grow as writers, personally and professionally, through interaction with the conventions of writing, literature, and writing across the curriculum, all within a writing community focused on education of self and others. Prerequisite: ENGL 1301 and ENGL 1302 with a grade of C or better.

ENG 350. Technical Writing (EL). 3 Hours.
This course emphasizes the principles of composition, document design, and rhetoric applied to primary genres within scientific, technical, and professional writing. This course integrates the principles of Experiential Learning and meets the criteria for undergraduate research. Prerequisite: ENGL 1301 and ENGL 1302 with a grade of C or better.

ENG 424. History and Grammar of the English Language. 3 Hours.
Participants will cover topics that include the basic features of human language, a historical study of English, and a study of English phonology, morphology, and syntax.

ENG 430. Studies in Women's Literature. 3 Hours.
This course provides a study of the various images of women in literature with an emphasis on the twentieth century.

ENG 442. Advanced American Literature. 3 Hours.
This course provides a study of the various images of American Literature. Topics will vary.

ENG 445. Advanced World Literature. 3 Hours.
This advanced course in World Literature aims to introduce students to a selection of classic and/or modern literary works outside of the United States and Britain. One of the goals of the course is to analyze and discuss these works of literature within their soci-historical context with an emphasis upon a different theme or literary movement presented in each offering of the course. While this varying theme or movement will demarcate the frame of the course, the theme of encounters (textual and cultural) remains consistent and the importance of factors such as race, class, gender, religion, language, translation, and so on will be taken into consideration. The students' critical engagement with the assigned works of literature will be further enhanced by the historical and literary background provided by lectures and secondary sources. No prior knowledge of or familiarity with other languages is required as all reading materials are provided in English translation.

ENG 450. Studies in Genre. 3 Hours.
This course provides an advanced study of one of the following literary genres: Short Story, Film, Poetry, Drama, and International Literature. It may be repeated when topics vary.

ENG 472. Advanced British Literature. 3 Hours.
This course provides a study of specific eras of British Literature. Topics will vary.

ENG 489. Individual Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

ENG 491. Capstone in English Studies. 1 Hour.
This course constitutes a practicum in which students review English studies with emphasis on critical approaches to literature, literary terminology, and the characteristics and major writers of literary periods. Students write capstone papers that reflect their understanding of the components of literary study. Prerequisite: To be taken during the final semester of the bachelor's degree program in English.

ENG 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

ITED 350. Technology and Digital Literacy. 3 Hours.
This course is designed to assist students with developing skills for using web applications and mobile computing. The activities in this course assist students with promoting critical thinking and problem-solving skills by engaging them with digital tools being used in daily life. Topics covered include: technology in society, computers and digital components, the Internet- how it works and making the most of web resources, applications for work and play, and systems software- operating systems, utilities and file management, information technology ethics, understanding and assessing hardware, digital devices and media and protection, information technology careers, software programming, databases and information systems, networking and security.
RDG 343. Reading Beyond the Primary Grades. 3 Hours.
This course teaches content area teachers how to help their students learn from textbooks, including techniques for evaluating both textbooks and students. Coping with the reading demands of textbooks, and study skills will be learned.

RDG 350. Emergent Literacy Development. 3 Hours.
This course provides the pre-service EC-6 teacher with knowledge and skills necessary to promote early literacy development. Students will develop competency in the components of emergent literacy, including oral language development, phonological and phonemic awareness, the alphabetic principle, high frequency vocabulary development, decoding and spelling strategies, and fluency development. The targeted grade levels for this course are early childhood through grade two.

RDG 352. Literacy Development in the Upper Grades. 3 Hours.
This course provides the pre-service EC-6 teacher with knowledge and skills necessary to promote literacy development in the upper grades. Pre-service teachers will develop competency in promoting content literacy, fluency with expository texts, and vocabulary development. The targeted grade levels for this course are grades three through six. Prerequisite: Admission to the Teacher Preparation Program and successful completion of RDG 350.

SPED 410. Introduction to Individual with Exceptionalities. 3 Hours.
This course develops students' foundational knowledge of historical perspectives, educational principles, laws, and professional ethics and roles in the fields of special education and English Language Learners (ELL). It focuses on the learning and behavioral characteristics of diverse learners, including students with exceptionalities (which includes disabilities, Attention Deficit Hyperactivity Disorders, Dyslexia, and Gifted/Talented) students who are ELL and students who are Culturally and Linguistically Diverse Exceptional (CLDE) learners. Additionally, this course introduces instructional strategies, appropriate curriculum, accommodations, modifications, and assistive technology to ensure the success of all learners.

SPED 418. Research, Trends, and Issues in Education. 3 Hours.
This course presents current research, issues, and trends in education, specifically emphasizing the teaching-learning process to meet specific student learning needs. Emphasis is placed on teacher candidates integrating best practices in the teaching-learning process including: 1) Strength-based strategies, 2) Understanding by Design, 3) Differentiation, 4) Differentiation for Neurodiversity, 5) State Accountability Testing, and 6) Teacher Evaluation. Prerequisite: Admission to the Teacher Preparation Program.

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Katheryn Hartshorn
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History 7-12 History Certification

Teacher Preparation Program Admission Requirements

Apply 3rd Year, 1st Semester
1. Application to Teacher Prep Program via TK20 in September or February
2. GPA requirement of 2.8 cumulative
3. Completion of 12 hours in Content / Major Area for certification in 7-12 with no grade below C

Degree Requirements for History Major w/ 7-12 History Teacher Certification

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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<td>HIST 352</td>
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<td>HIST 453</td>
<td>Voices of the Spanish Conquest in the Americas</td>
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<td>HIST 451</td>
<td>Modern Latin America</td>
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<td>HIST 454</td>
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<td>HIST 470</td>
<td>Twentieth Century Asia</td>
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History 7-12 History Certification

6 sch UD History Electives

6 sch UD Political Science (PSCI) Electives

Other Requirements

RDG 343  Reading Beyond the Primary Grades  3

Professional Development

ED 311  Growth and Development for EC to Grade 12 (EL)  3
ED 321  Foundations of Education for Secondary (EL)  3

Block 1

ED 331  Classroom and Behavior Management  3
ED 495  Block 1 - Co-Teaching Practicum for Certification Candidates (EL)  3

Block 2

ED 496  Block 2 - Co-Teaching Practicum for Certification Candidates (EL)  3
SPED 418  Research, Trends, and Issues in Education  3

Other Requirements

Electives (as needed to satisfy minimum degree requirement including 54 semester credit hours of Upper Division Coursework)

Minimum grade of "C" required in all major, ED & SPED courses and Professional Development Courses

Minimum Hours of Degree

120

Minimum grade of ‘C’ required in all Major, Education, Special Education and Professional Development Courses
Satisfies core curriculum
Required Admission to Teacher Prep Program
Requires successful placement interview with a partnership public school district
Requires passing all TExES exams

Note: A minimum of 54 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.

Undergraduate Courses in History w/7-12 History Teacher Certification

ED 311. Growth and Development for EC to Grade 12 (EL). 3 Hours.
This is an introductory education course which presents theories of children's growth and development along with their relationship to learning and teaching. Cultural, emotional, physical, intellectual, and learning differences are studied for their impact on learning and educational opportunity. Students must be considered in their junior year and will be required to participate in 8 hours of field experience. This course integrates the principles of Experiential Learning and meets the criteria of field work.

This course provides students seeking certification in grades 4-8 and 7-12 skills for designing instruction and assessment that promote a growth mindset and create a positive, productive classroom environment. Students will apply skills and knowledge in lesson and unit planning as well as content pedagogy specific to area of certification. Traditional as well as innovative technologies will be addressed. State of Texas Assessments of Academic Readiness (STAAR) and End of Course Exams (EOC) effective content pedagogy will be emphasized in this course. This course integrates the principles of Experiential Learning and meets the criteria for field work.

ED 331. Classroom and Behavior Management. 3 Hours.
This course presents best practices in classroom and behavior management including management of time, materials, and space. Additionally, the course examines strategies for managing individual and large-group student behaviors, transitions, lab activities, and other arrangements for classrooms in general and special education. Prerequisite: Admitted to the Teacher Preparation Program.

ED 435. Secondary Content Pedagogy. 3 Hours.
This course provides students seeking certification in grades 4-8 and 7-12 with pedagogical best-practices. Students will learn lesson planning, assessment, and available resources for their specific content area. Methods for accessing and processing information through traditional as well as new technologies will be addressed. Prerequisite: Admission to the Teacher Preparation Program.

ED 495. Block 1 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.
This course provided clinical experience in the public school setting as part of the field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend six hours per week for 12 weeks in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 1 is the first semester of the co-teaching assignment (2 semesters) in which the Teacher Candidate and Cooperating Teacher are considered co-teachers for the class. Course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principles of experiential learning and meets the criterion for internship. Prerequisite: Met admission requirements to undergraduate field based placement guidelines.
This course is a survey of the social and intellectual currents and ideas that influence and inform the American people.

**HIST 419. American Social and Intellectual History. 3 Hours.**

This course reimagines the Middle Ages. Students will view and analyze a number of films about the medieval period and medieval characters in order to better understand how and why we consistently return to settings such as Camelot and England, film-makers have remade the Middle Ages to suit their own interests and ideals. This course allows students to consider the American experience as a unique experiment in enlightened liberty and self-government.

**HIST 416. Sex, Swords, & Sorcery: The Medieval World in Anglo-American Film. 3 Hours.**

This course examines the Middle Ages from the appearance of settled agricultural societies to the sixteenth century.

**HIST 415. The Rise of Communism, Fascism, Nazism, the Second World War, and the Holocaust. 3 Hours.**

This course interprets the far-flung events and movements of European history since the First World War. Special emphasis is placed on the rise of Communism, Fascism, Nazism, the Second World War, the Cold War, and recent developments in European history.

**HIST 414. Sex, Swords, & Sorcery: The Medieval World in Anglo-American Film. 3 Hours.**

The Medieval World has been fascinating audiences of cinema since the earliest days of Hollywood. From figures such as King Arthur and Robin Hood to settings such as Camelot and England, film-makers have remade the Middle Ages to suit their own interests and ideals. This course allows students to view and analyze a number of films about the medieval period and medieval characters in order to better understand how and why we consistently re-imagine the Middle Ages.

**HIST 419. American Social and Intellectual History. 3 Hours.**

This course is a survey of the social and intellectual currents and ideas that influence and inform the American people.
HIST 428. The United States in the Twentieth Century. 3 Hours.
This course develops an understanding of the various forces that influence contemporary society. The major themes of industrialization and international involvement provide the framework within which modern America emerges on the world scene.

HIST 434. The Civil War and Reconstruction, 1850-1877. 3 Hours.
This course examines the political, social, and constitutional origins of the American Civil War; military, political, and social history during the war years; and the reconstruction of the Southern States.

HIST 445. The World of King Arthur and Robin Hood. 3 Hours.
This course examines the history of the British Isles through two of its most popular figures—King Arthur and Robin Hood. Students will study the settings for each figure: the early medieval period for the "historical" Arthur, the high medieval period of the "literary" Arthur, and the late medieval period for Robin Hood.

HIST 450. Latin America-The Colonial Era. 3 Hours.
This course is a survey of the social, economic, political, and religious forces that shaped Latin America through the independence movements of the nineteenth century.

HIST 451. Modern Latin America. 3 Hours.
This course will study the major historical developments of Latin America since the beginning of the nineteenth century and provide students with a general history of Latin America.

HIST 453. Voices of the Spanish Conquest in the Americas. 3 Hours.
This course focuses on the Spanish conquests of the Americas fifteenth and sixteenth centuries. Students will read a variety of primary documents and peer-reviewed texts to examine how Spanish conquests in the Americas shaped the social, economic, political, and religious development of Latin America.

HIST 454. The Culture and History of Mexico. 3 Hours.
This course surveys the major political, cultural, economic, social, and intellectual developments of Mexico from Pre-Columbian times to the present, and examines how Mexicans today interpret and celebrate their rich and diverse heritage.

HIST 460. Cultural History of Texas. 3 Hours.
This course is a study of the historical, political, and economic forces that have shaped the cultural identity of Texas from Native American prehistory through the Spanish conquest, republic independence, statehood, confederacy, and reconstruction to a major role in the emergence of the New South and the new economy.

HIST 462. Modern German History. 3 Hours.
This course examines the history of the German people from the unification process in the 19th century through dramatic history of war and reconstruction in the 20th century.

HIST 470. Twentieth Century Asia. 3 Hours.
This course is a survey of major political, social, and cultural forces that have shaped the history of Asia in the Twentieth Century.

HIST 490. Internship. 3 Hours.
The history internship offers students an opportunity to work in the Texarkana Museum System. Students will participate in a variety of tasks which will provide them an introduction to museum and archival work. To enroll, students must be History or Education majors, have an overall grade point average of 2.75 or higher, and have completed 15 SCH of college history courses with a grade point average of 3.00 or higher. Only currently enrolled students who are seeking a degree may apply for the internship course.

HIST 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

ITED 350. Technology and Digital Literacy. 3 Hours.
This course is designed to assist students with developing skills for using web applications and mobile computing. The activities in the course assist students with promoting critical thinking and problem-solving skills by engaging them with digital tools being used in daily life. Topics covered include: technology in society, computers and digital components, the internet—how it works and making the most of web resources, applications for work and play, and systems software—operating systems, utilities and file management, information technology ethics, understanding and assessing hardware, digital devices and media and protection, information technology careers, software programming, databases and information systems, networking and security.

RDG 343. Reading Beyond the Primary Grades. 3 Hours.
This course teaches content area teachers how to help their students learn from textbooks, including techniques for evaluating both textbooks and students. Coping with the reading demands of textbooks, and study skills will be learned.
SPED 410. Introduction to Individual with Exceptionalities. 3 Hours.
This course develops students' foundational knowledge of historical perspectives, educational principles, laws, and professional ethics and roles in the fields of special education and English Language Learners (ELL). It focuses on the learning and behavioral characteristics of diverse learners, including students with exceptionalities (which includes disabilities, Attention Deficit Hyperactivity Disorders, Dyslexia, and Gifted/Talented) students who are ELL and students who are Culturally and Linguistically Diverse Exceptional (CLDE) learners. Additionally, this course introduces instructional strategies, appropriate curriculum, accommodations, modifications, and assistive technology to ensure the success of all learners.

SPED 418. Research, Trends, and Issues in Education. 3 Hours.
This course presents current research, issues, and trends in education, specifically emphasizing the teaching-learning process to meet specific student learning needs. Emphasis is placed on teacher candidates integrating best practices in the teaching-learning process including: 1) Strength-based strategies, 2) Understanding by Design, 3) Differentiation, 4) Differentiation for Neurodiversity, 5) State Accountability Testing, and 6) Teacher Evaluation. Prerequisite: Admission to the Teacher Preparation Program.

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Dr. Tom Wagy
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Laura Currey
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Melba Foster
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Debora Shidemantle
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Dr. Abbie Strunc
Assistant Professor
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History 4-8 Social Studies Certification
Teacher Preparation Program Admission Requirements
Apply 3rd Year, 1st Semester
1. Application to Teacher Prep Program via TK20 in September or February
2. GPA requirement of 2.8 cumulative  
3. Completion of 12 hours in Content Area with no grade below C

**Degree Requirements for History Major w/4-8 Social Studies Teacher Certification**  
Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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<td>Medieval Civilization</td>
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<tr>
<td>HIST 314</td>
<td>Renaissance and Reformation</td>
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<td>HIST 330</td>
<td>History of Nazi Germany</td>
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<td>Europe, 1920 to the Present</td>
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<td>Voices of the Spanish Conquest in the Americas</td>
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<td>Biology for Non-Science Majors ^1</td>
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<td>Biology for Non-science Majors I Lab ^2</td>
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<td>RDG 350</td>
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<td>ED 321</td>
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<td>ED 331</td>
<td>Classroom and Behavior Management ^3</td>
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<tr>
<td>ED 495</td>
<td>Block 1 - Co-Teaching Practicum for Certification Candidates (EL) ^3</td>
<td>3</td>
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</table>
This course surveys world civilizations from the appearance of settled agricultural societies to the sixteenth century.

HIST 2321. World Civilization I. 3 Hours.
Lectures, and discussions will consider the American experience as a unique experiment in enlightened liberty and self-government.

This is a course on the historical development of the United States since 1877. Students will study the people, events, and ideas that influenced United States history in the Colonial, Revolutionary, Early National, Jacksonian, Civil War, and Reconstruction eras. Readings, lectures, and discussions will consider the American experience as a unique experiment in enlightened liberty and self-government.

HIST 1302. United States History II. 3 Hours.

This one-credit seminar introduces students to the fascinating and complicated world of medieval architecture and engineering.

HIST 1111. Cathedrals, Castles, & Monasteries: Medieval Architecture and Engineering. 1 Hour.

This course presents best practices in classroom and behavior management including management of time, materials, and space. Additionally, the course examines strategies for managing individual and large-group student behaviors, transitions, lab activities, and other arrangements for classrooms in general and special education. Prerequisite: Admitted to the Teacher Preparation Program.

ED 331. Classroom and Behavior Management. 3 Hours.

This course presents theories of children's growth and development along with their relationship to learning and teaching. Cultural, emotional, physical, intellectual, and learning differences are studied for their impact on learning and educational opportunity. Students must be considered in their junior year and will be required to participate in 8 hours of field experience. This course integrates the principles of Experiential Learning and meets the criteria for field work.


This course provides students seeking certification in grades 4-8 and 7-12 skills for designing instruction and assessment that promote a growth mindset and create a positive, productive classroom environment. Students will apply skills and knowledge in lesson and unit planning as well as content pedagogy specific to area of certification. Traditional as well as innovative technologies will be addressed. State of Texas Assessments of Academic Readiness (STAAR) and End of Course Exams (EOC) effective content pedagogy will be emphasized in this course. This course integrates the principles of Experiential Learning and meets the criteria for field work.

ED 311. Growth and Development for EC to Grade 12 (EL). 3 Hours.

This is an introductory education course which presents theories of children's growth and development along with their relationship to learning and teaching. Cultural, emotional, physical, intellectual, and learning differences are studied for their impact on learning and educational opportunity. Students must be considered in their junior year and will be required to participate in 8 hours of field experience. This course integrates the principles of Experiential Learning and meets the criteria for field work.

ED 495. Block 1 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.

This course provided clinical experience in the public school setting as part of the field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend six hours per week for 12 weeks in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 1 is the first semester of the co-teaching assignment (2 semesters) in which the Teacher Candidate and Cooperating Teacher are considered co-teachers for the class. Course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principles of experiential learning and meets the criterion for internship. Prerequisite: Met admission requirements to undergraduate field based placement guidelines.

ED 496. Block 2 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.

This course provided clinical experience in the public school setting as part of the field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend 72 complete instructional days in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 2 is the second semester of the co-teaching assignment (2 semesters) in which the Teacher Candidate and Cooperating Teacher are considered co-teachers for the public school class. Course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principles of experiential learning and meets the criterion for internship. Prerequisite: Successful completion of ED 495, continued acceptance in the public school classroom, and completion of program requirements.

HIST 1301. United States History I. 3 Hours.

This is a course that studies the historical development of the United States to 1877. Students will study the people, events, and ideas that influenced United States history in the Colonial, Revolutionary, Early National, Jacksonian, Civil War, and Reconstruction eras. Readings, lectures, and discussions will consider the American experience as a unique experiment in enlightened liberty and self-government.

HIST 1302. United States History II. 3 Hours.

This is a course on the historical development of the United States since 1877. Students will study the people, events, and ideas that influenced United States history in the Gilded Age, Progressive Era, Roaring Twenties, Great Depression, New Deal, Second World War, and Postwar Era. Readings, lectures, and discussions will consider the American experience as a unique experiment in enlightened liberty and self-government.

HIST 2321. World Civilization I. 3 Hours.
This course surveys world civilizations from the appearance of settled agricultural societies to the sixteenth century.

Undergraduate Courses in History w/4-8 Social Studies Teacher Certification

ED 311. Growth and Development for EC to Grade 12 (EL). 3 Hours.

This is an introductory education course which presents theories of children's growth and development along with their relationship to learning and teaching. Cultural, emotional, physical, intellectual, and learning differences are studied for their impact on learning and educational opportunity. Students must be considered in their junior year and will be required to participate in 8 hours of field experience. This course integrates the principles of Experiential Learning and meets the criteria for field work.


This course provides students seeking certification in grades 4-8 and 7-12 skills for designing instruction and assessment that promote a growth mindset and create a positive, productive classroom environment. Students will apply skills and knowledge in lesson and unit planning as well as content pedagogy specific to area of certification. Traditional as well as innovative technologies will be addressed. State of Texas Assessments of Academic Readiness (STAAR) and End of Course Exams (EOC) effective content pedagogy will be emphasized in this course. This course integrates the principles of Experiential Learning and meets the criteria for field work.

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This course presents best practices in classroom and behavior management including management of time, materials, and space. Additionally, the course examines strategies for managing individual and large-group student behaviors, transitions, lab activities, and other arrangements for classrooms in general and special education. Prerequisite: Admitted to the Teacher Preparation Program.

ED 495. Block 1 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.

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ED 496. Block 2 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.

This course provided clinical experience in the public school setting as part of the field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend 72 complete instructional days in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 2 is the second semester of the co-teaching assignment (2 semesters) in which the Teacher Candidate and Cooperating Teacher are considered co-teachers for the public school class. Course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principles of experiential learning and meets the criterion for internship. Prerequisite: Successful completion of ED 495, continued acceptance in the public school classroom, and completion of program requirements.

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HIST 1301. United States History I. 3 Hours.

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HIST 1302. United States History II. 3 Hours.

This is a course on the historical development of the United States since 1877. Students will study the people, events, and ideas that influenced United States history in the Gilded Age, Progressive Era, Roaring Twenties, Great Depression, New Deal, Second World War, and Postwar Era. Readings, lectures, and discussions will consider the American experience as a unique experiment in enlightened liberty and self-government.

HIST 2321. World Civilization I. 3 Hours.
This course surveys world civilizations from the appearance of settled agricultural societies to the sixteenth century.
HIST 2322. World Civilization II. 3 Hours.
This course surveys the major political, cultural, economic, social, and intellectual developments from 1500 to the present.

HIST 310. The Ancient World. 3 Hours.
This course is a survey of Mediterranean civilizations to the fall of the Roman Empire with emphasis on the histories of Greece and Rome.

HIST 311. Augustus Caesar to Charlemagne: Europe in the First Millennium. 3 Hours.
This course examines the history of Europe from the birth of the Roman Empire under Augustus Caesar to the creation of Charlemagne’s Empire in the ninth century. Along the way, we will discover how the Romans and their Germanic neighbors shaped the realm that was to become “Europe” and laid the foundation for the creation of the medieval world. Topics covered will include the origins of Christianity and Islam, the development of the Christian church, the creation of European kingship, the evolution of a European aristocracy, and the collapse of the Mediterranean economy.

HIST 312. Medieval Civilization. 3 Hours.
This course is a survey of the heritage of the Middle Ages, emphasizing the growth of political, social, economic, cultural, and religious institutions.

HIST 314. Renaissance and Reformation. 3 Hours.
This is a course devoted to the study of the nature and origin of the religious, social, economic, cultural and religious institutions.

HIST 328. Colonial and Revolutionary America, 1492-1789. 3 Hours.
This course examines the development of the British colonies in North America through the eighteenth century, the American Revolution, and the establishment of the institutional foundations of the new American Republic during the Confederation period.

HIST 330. History of Nazi Germany. 3 Hours.
This course examines the social, economic, and political forces that led to the rise of the Nazi Party in the 1920's, its seizure of power in the 1930's, and its downfall in the 1940's after initiating a devastating world war. Students will analyze why so many Germans were drawn to Adolf Hitler's leadership. The course will also examine other topics such as anti-Semitism, the collapse of democratic Weimar Republic, World War II, and the Holocaust.

HIST 350. The History of the Vietnam War through Narrative Film. 3 Hours.
This course studies America's involvement in the Vietnam War from the 1940's to the 1970's and the legacy of the war in Southeast Asia and in America to the 21st century. Participants will study these events through lectures and discussions and through narrative films that provide a historical perspective of the war.

HIST 352. Europe, 1920 to the Present. 3 Hours.
This course is an interpretation of the far-flung events and movements of European history since the First World War. Special emphasis is placed on the rise of Communism, Fascism, Nazism, the Second World War, the Cold War, and recent developments in European history.

HIST 416. Sex, Swords, & Sorcery: The Medieval World in Anglo-American Film. 3 Hours.
The Medieval World has been fascinating audiences of cinema since the earliest days of Hollywood. From figures such as King Arthur and Robin Hood to settings such as Camelot and England, film-makers have remade the Middle Ages to suit their own interests and ideals. This course allows students to view and analyze a number of films about the medieval period and medieval characters in order to better understand how and why we consistently re-imagine the Middle Ages.

HIST 419. American Social and Intellectual History. 3 Hours.
This course is a survey of the social and intellectual currents and ideas that influence and inform the American people.

HIST 428. The United States in the Twentieth Century. 3 Hours.
This course develops an understanding of the various forces that influence contemporary society. The major themes of industrialization and international involvement provide the framework within which modern America emerges on the world scene.

HIST 434. The Civil War and Reconstruction, 1850-1877. 3 Hours.
This course examines the political, social, and constitutional origins of the American Civil War; military, political, and social history during the war years; and the reconstruction of the Southern States.

HIST 445. The World of King Arthur and Robin Hood. 3 Hours.
This course examines the history of the British Isles through two of its most popular figures- King Arthur and Robin Hood. Students will study the settings for each figure- the early medieval period for the “historical” Arthur, the high medieval period of the “literary” Arthur, and the late medieval period for Robin Hood.

HIST 450. Latin America-The Colonial Era. 3 Hours.
This course is a survey of the social, economic, political, and religious forces that shaped Latin America through the independence movements of the nineteenth century.

HIST 451. Modern Latin America. 3 Hours.
This course will study the major historical developments of Latin America since the beginning of the nineteenth century and provide students with a general history of Latin America.

HIST 453. Voices of the Spanish Conquest in the Americas. 3 Hours.
This course focuses on the Spanish conquests of the Americas fifteenth and sixteenth centuries. Students will read a variety of primary documents and peer-reviewed texts to examine how Spanish conquests in the Americas shaped the social, economic, political, and religious development of Latin America.
HIST 454. The Culture and History of Mexico. 3 Hours.
This course surveys the major political, cultural, economic, social, and intellectual developments of Mexico from Pre-Columbian times to the present, and examines how Mexicans today interpret and celebrate their rich and diverse heritage.

HIST 460. Cultural History of Texas. 3 Hours.
This course is a study of the historical, political, and economic forces that have shaped the cultural identity of Texas from Native American prehistory through the Spanish conquest, republic independence, statehood, confederacy, and reconstruction to a major role in the emergence of the New South and the new economy.

HIST 462. Modern German History. 3 Hours.
This course examines the history of the German people from the unification process in the 19th century through dramatic history of war and reconstruction in the 20th century.

HIST 470. Twentieth Century Asia. 3 Hours.
This course is a survey of major political, social, and cultural forces that have shaped the history of Asia in the Twentieth Century.

HIST 489. Individual Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

HIST 490. Internship. 3 Hours.
The history internship offers students an opportunity to work in the Texarkana Museum System. Students will participate in a variety of tasks which will provide them an introduction to museum and archival work. To enroll, students must be History or Education majors, have an overall grade point average of 2.75 or higher, and have completed 15 SCH of college history courses with a grade point average of 3.00 or higher. Only currently enrolled students who are seeking a degree may apply for the internship course.

HIST 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

RDG 343. Reading Beyond the Primary Grades. 3 Hours.
This course teaches content area teachers how to help their students learn from textbooks, including techniques for evaluating both textbooks and students. Coping with the reading, demands of textbooks, and study skills will be learned.

RDG 350. Emergent Literacy Development. 3 Hours.
This course provides the pre-service EC-6 teacher with knowledge and skills necessary to promote early literacy development. Students will develop competency in the components of emergent literacy, including oral language development, phonological and phonemic awareness, the alphabetic principle, high frequency vocabulary development, decoding and spelling strategies, and fluency development. The targeted grade levels for this course are early childhood through grade two.

SPED 418. Research, Trends, and Issues in Education. 3 Hours.
This course presents current research, issues, and trends in education, specifically emphasizing the teaching-learning process to meet specific student learning needs. Emphasis is placed on teacher candidates integrating best practices in the teaching-learning process including: 1) Strength-based strategies, 2) Understanding by Design, 3) Differentiation, 4) Differentiation for Neurodiversity, 5) State Accountability Testing, and 6) Teacher Evaluation. Prerequisite: Admission to the Teacher Preparation Program.

Faculty
Dr. Craig Nakashian
Associate Professor
Email: craig.nakashian@tamut.edu

Dr. Michael Perri
Professor
Email: michael.perri@tamut.edu

Dr. Tom Wagy
Professor
Email: tom.wagy@tamut.edu

Laura Currey
Instructor
Email: laura.currey@tamut.edu

Melba Foster
Instructor
Email: mfoster@tamut.edu

Dr. Teri Fowler
Associate Professor
Email: teri.fowler@tamut.edu
History 7-12 Social Studies Certification

Teacher Preparation Program Admission Requirements

Apply 3rd Year, 1st Semester

1. Application to Teacher Prep Program via TK20 in September or February
2. GPA requirement of 2.8 cumulative
3. Completion of 12 hours in Content / Major Area for certification in 7-12 with no grade below C

Degree Requirements for History Major w/ 7-12 Social Studies Teacher Certification

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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<td></td>
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<td>HIST 419 American Social and Intellectual History</td>
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<td>HIST 428 The United States in the Twentieth Century</td>
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<td>HIST 434 The Civil War and Reconstruction, 1850-1877</td>
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<td>HIST 451</td>
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**Other Requirements**

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<td>RDG 343</td>
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**Professional Development**

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<td>ED 311</td>
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<tr>
<td>ED 321</td>
<td>Foundations of Education for Secondary (EL)</td>
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**Electives (as needed to satisfy minimum degree requirements and 54 semester credit hours of Upper Division Coursework)**

All courses in Major, ED & SPED must be completed with grade of "C" or above.

**Minimum Hours for Degree**

120

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<td>6</td>
<td>Minimum grade of &quot;C&quot; required in all Major, Education and Professional Development Courses</td>
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<tr>
<td>7</td>
<td>Satisfies core curriculum</td>
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<td>8</td>
<td>Requires Admission to Teacher Prep Program</td>
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<td>9</td>
<td>Requires successful placement interview with a partnership public school district</td>
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<td>10</td>
<td>Requires passing all TExES exams</td>
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Note: A minimum of 54 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.

**Undergraduate Courses in History w/7-12 Social Studies**

**ECON 2301. Principles of Macroeconomics. 3 Hours.**
This course examines the economic behavior of the aggregate U.S. economy. Major topics include fundamental macroeconomic principles, national employment, prices, economic growth, business cycles, and monetary and fiscal stabilization.

**ECON 2302. Principles of Microeconomics. 3 Hours.**
An introduction to the concepts and tools of microeconomic analysis. Major topics include fundamental microeconomic principles, price theory including supply and demand and marginal analysis, factors of production, costs of production, the demand for resources, industry structure, and the role of government.

**ED 311. Growth and Development for EC to Grade 12 (EL). 3 Hours.**
This is an introductory education course which presents theories of children's growth and development along with their relationship to learning and teaching. Cultural, emotional, physical, intellectual, and learning differences are studied for their impact on learning and educational opportunity. Students must be considered in their junior year and will be required to participate in 8 hours of field experience. This course integrates the principles of Experiential Learning and meets the criteria of field work.

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This course provides students seeking certification in grades 4-8 and 7-12 skills for designing instruction and assessment that promote a growth mindset and create a positive, productive classroom environment. Students will apply skills and knowledge in lesson and unit planning as well as content pedagogy specific to area of certification. Traditional as well as innovative technologies will be addressed. State of Texas Assessments of Academic Readiness (STAAR) and End of Course Exams (EOC) effective content pedagogy will be emphasized in this course. This course integrates the principles of Experiential Learning and meets the criteria for field work.

**ED 331. Classroom and Behavior Management. 3 Hours.**
This course presents best practices in classroom and behavior management including management of time, materials, and space. Additionally, the course examines strategies for managing individual and large-group student behaviors, transitions, lab activities, and other arrangements for classrooms in general and special education. Prerequisite: Admitted to the Teacher Preparation Program.
ED 435. Secondary Content Pedagogy. 3 Hours.
This course provides students seeking certification in grades 4-8 and 7-12 with pedagogical best-practices. Students will learn lesson planning, assessment, and available resources for their specific content area. Methods for accessing and processing information through traditional as well as new technologies will be addressed. Prerequisite: Admission to the Teacher Preparation Program.

ED 495. Block 1 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.
This course provided clinical experience in the public school setting as part of the field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend six hours per week for 12 weeks in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 1 is the first semester of the co-teaching assignment (2 semesters) in which the Teacher Candidate and Cooperating Teacher are co-teachers for the class. Course graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principles of experiential learning and meets the criterion for internship. Prerequisite: Met admission requirements to undergraduate field based placement guidelines.

ED 496. Block 2 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.
This course provided clinical experience in a public school setting as part of field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend 72 complete instructional days in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 2 is the second semester of the co-teaching assignment (2 semesters) in which Teacher Candidate and Cooperating Teacher are co-teachers for the public school class. Course graded on Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principals of experiential learning and meets the criterion for internship. Prerequisite: Successful completion of ED 495, continued acceptance in the public school classroom, and completion of program requirements.

GEOG 1303. World Regional Geography. 3 Hours.
Students study both the developed and developing regions of the world, with an emphasis on an awareness of prevailing conditions and emerging issues, including the diversity of ideas and practices in various regions. Major topics include culture, religion, language, landforms, climate, agriculture, and economic activities.

HIST 1111. Cathedrals, Castles, & Monasteries: Medieval Architecture and Engineering. 1 Hour.
This one-credit seminar introduces students to the fascinating and complicated world of medieval architecture and engineering.

HIST 1301. United States History I. 3 Hours.
This is a course that studies the historical development of the United States to 1877. Students will study the people, events, and ideas that influenced United States history in the Colonial, Revolutionary, Early National, Jacksonian, Civil War, and Reconstruction eras. Readings, lectures, and discussions will consider the American experience as a unique experiment in enlightened liberty and self-government.

HIST 1302. United States History II. 3 Hours.
This is a course on the historical development of the United States since 1877. Students will study the people, events, and ideas that influenced United States history in the Gilded Age, Progressive Era, Roaring Twenties, Great Depression, New Deal, Second World War, and Postwar Era. Readings, lectures, and discussions will consider the American experience as a unique experiment in enlightened liberty and self-government.

HIST 2321. World Civilization I. 3 Hours.
This course surveys world civilizations from the appearance of settled agricultural societies to the sixteenth century.

HIST 2322. World Civilization II. 3 Hours.
This course surveys the major political, cultural, economic, social, and intellectual developments from 1500 to the present.

HIST 310. The Ancient World. 3 Hours.
This course is a survey of Mediterranean civilizations to the fall of the Roman Empire with emphasis on the histories of Greece and Rome.

HIST 311. Augustus Caesar to Charlemagne: Europe in the First Millennium. 3 Hours.
This course examines the history of Europe from the birth of the Roman Empire under Augustus Caesar to the creation of Charlemagne’s Empire in the ninth century. Along the way, we will discover how the Romans and their Germanic neighbors shaped the realm that was to become “Europe” and laid the foundation for the creation of the medieval world. Topics covered will include the origins of Christianity and Islam, the development of the Christian church, the creation of European kingship, the evolution of a European aristocracy, and the collapse of the Mediterranean economy.

HIST 312. Medieval Civilization. 3 Hours.
This course is a survey of the heritage of the Middle Ages, emphasizing the growth of political, social, economic, cultural, and religious institutions.

HIST 314. Renaissance and Reformation. 3 Hours.
This is a course devoted to the study of the nature and origin of the religious, social, economic, cultural and religious institutions.

HIST 328. Colonial and Revolutionary America, 1492-1789. 3 Hours.
This course examines the development of the British colonies in North America through the eighteenth century, the American Revolution, and the establishment of the institutional foundations of the new American Republic during the Confederation period.

HIST 330. History of Nazi Germany. 3 Hours.
This course examines the social, economic, and political forces that led to the rise of the Nazi Party in the 1920's, its seizure of power in the 1930's, and its downfall in the 1940's after initiating a devastating world war. Students will analyze why so many Germans were drawn to Adolf Hitler’s leadership. The course will also examine other topics such as anti-Semitism, the collapse of democratic Weimar Republic, World War II, and the Holocaust.
HIST 350. The History of the Vietnam War through Narrative Film. 3 Hours.
This course studies America’s involvement in the Vietnam War from the 1940’s to the 1970’s and the legacy of the war in Southeast Asia and in America to the 21st century. Participants will study these events through lectures and discussions and through narrative films that provide a historical perspective of the war.

HIST 352. Europe, 1920 to the Present. 3 Hours.
This course is an interpretation of the far-flung events and movements of European history since the First World War. Special emphasis is placed on the rise of Communism, Fascism, Nazism, the Second World War, the Cold War, and recent developments in European history.

HIST 416. Sex, Swords, & Sorcery: The Medieval World in Anglo-American Film. 3 Hours.
The Medieval World has been fascinating audiences of cinema since the earliest days of Hollywood. From figures such as King Arthur and Robin Hood to settings such as Camelot and England, film-makers have remade the Middle Ages to suit their own interests and ideals. This course allows students to view and analyze a number of films about the medieval period and medieval characters in order to better understand how and why we consistently re-imagine the Middle Ages.

HIST 419. American Social and Intellectual History. 3 Hours.
This course is a survey of the social and intellectual currents and ideas that influence and inform the American people.

HIST 428. The United States in the Twentieth Century. 3 Hours.
This course develops an understanding of the various forces that influence contemporary society. The major themes of industrialization and international involvement provide the framework within which modern America emerges on the world scene.

HIST 434. The Civil War and Reconstruction, 1850-1877. 3 Hours.
This course examines the political, social, and constitutional origins of the American Civil War; military, political, and social history during the war years; and the reconstruction of the Southern States.

HIST 445. The World of King Arthur and Robin Hood. 3 Hours.
This course examines the history of the British Isles through two of its most popular figures- King Arthur and Robin Hood. Students will study the settings for each figure- the early medieval period for the “historical” Arthur, the high medieval period of the “literary” Arthur, and the late medieval period for Robin Hood.

HIST 450. Latin America-The Colonial Era. 3 Hours.
This course is a survey of the social, economic, political, and religious forces that shaped Latin America through the independence movements of the nineteenth century.

HIST 451. Modern Latin America. 3 Hours.
This course will study the major historical developments of Latin America since the beginning of the nineteenth century and provide students with a general history of Latin America.

HIST 453. Voices of the Spanish Conquest in the Americas. 3 Hours.
This course focuses on the Spanish conquests of the Americas fifteenth and sixteenth centuries. Students will read a variety of primary documents and peer-reviewed texts to examine how Spanish conquests in the Americas shaped the social, economic, political, and religious development of Latin America.

HIST 454. The Culture and History of Mexico. 3 Hours.
This course surveys the major political, cultural, economic, social, and intellectual developments of Mexico from Pre-Columbian times to the present, and examines how Mexicans today interpret and celebrate their rich and diverse heritage.

HIST 460. Cultural History of Texas. 3 Hours.
This course is a study of the historical, political, and economic forces that have shaped the cultural identity of Texas from Native American prehistory through the Spanish conquest, republic independence, statehood, confederacy, and reconstruction to a major role in the emergence of the New South and the new economy.

HIST 462. Modern German History. 3 Hours.
This course examines the history of the German people from the unification process in the 19th century through dramatic history of war and reconstruction in the 20th century.

HIST 470. Twentieth Century Asia. 3 Hours.
This course is a survey of major political, social, and cultural forces that have shaped the history of Asia in the Twentieth Century.

HIST 489. Individual Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

HIST 490. Internship. 3 Hours.
The history internship offers students an opportunity to work in the Texarkana Museum System. Students will participate in a variety of tasks which will provide them an introduction to museum and archival work. To enroll, students must be History or Education majors, have an overall grade point average of 2.75 or higher, and have completed 15 SCH of college history courses with a grade point average of 3.00 or higher. Only currently enrolled students who are seeking a degree may apply for the internship course.

HIST 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.
ITED 350. Technology and Digital Literacy. 3 Hours.
This course is designed to assist students with developing skills for using web applications and mobile computing. The activities in the course assist students with promoting critical thinking and problem-solving skills by engaging them with digital tools being used in daily life. Topics covered include: technology in society, computers and digital components, the internet—how it works and making the most of web resources, applications for work and play, and systems software—operating systems, utilities and file management, information technology ethics, understanding and assessing hardware, digital devices and media and protection, information technology careers, software programming, databases and information systems, networking and security.

RDG 343. Reading Beyond the Primary Grades. 3 Hours.
This course teaches content area teachers how to help their students learn from textbooks, including techniques for evaluating both textbooks and students. Coping with the reading, demands of textbooks, and study skills will be learned.

SPED 410. Introduction to Individual with Exceptionalities. 3 Hours.
This course develops students’ foundational knowledge of historical perspectives, educational principles, laws, and professional ethics and roles in the fields of special education and English Language Learners (ELL). It focuses on the learning and behavioral characteristics of diverse learners, including students with exceptionalities (which includes disabilities, Attention Deficit Hyperactivity Disorders, Dyslexia, and Gifted/Talented) students who are ELL and students who are Culturally and Linguistically Diverse Exceptional (CLDE) learners. Additionally, this course introduces instructional strategies, appropriate curriculum, accommodations, modifications, and assistive technology to ensure the success of all learners.

SPED 418. Research, Trends, and Issues in Education. 3 Hours.
This course presents current research, issues, and trends in education, specifically emphasizing the teaching-learning process to meet specific student learning needs. Emphasis is placed on teacher candidates integrating best practices in the teaching-learning process including: 1) Strength-based strategies, 2) Understanding by Design, 3) Differentiation, 4) Differentiation for Neurodiversity, 5) State Accountability Testing, and 6) Teacher Evaluation. Prerequisite: Admission to the Teacher Preparation Program.

Faculty
Dr. Craig Nakashian
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Dr. Judy Sander
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Debora Shidemantle
Instructor
Email: debora.shidemantle@tamut.edu
Kinesiology Physical Education EC-12

Teacher Preparation Program Admission Requirements

Apply 3rd Year, 1st Semester

1. Application to Teacher Prep Program via TK20 in September or February
2. GPA requirement of 2.8 cumulative
3. Completion of 15 hours in Content / Major Area for certification in 7-12 with no grade below C

Kinesiology w/ Physical Education EC-12 Teacher Certification Degree Requirements

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>KINE 1301</td>
<td>Foundations of Kinesiology</td>
<td>3</td>
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<tr>
<td>KINE 1354</td>
<td>Concepts of Physical Activity</td>
<td>3</td>
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<tr>
<td>KINE 2350</td>
<td>Physical Activity Skills I: Conditioning, Individual, and Dual Sports</td>
<td>3</td>
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<tr>
<td>KINE 2351</td>
<td>Physical Activity Skills II: Team Sports</td>
<td>3</td>
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<tr>
<td>KINE 314</td>
<td>Teaching Methods in Physical Education I</td>
<td>3</td>
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<tr>
<td>KINE 315</td>
<td>Teaching Methods in Physical Education II</td>
<td>3</td>
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<tr>
<td>KINE 316</td>
<td>Administration of Kinesiology and Sports Programs</td>
<td>3</td>
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<td>KINE 331</td>
<td>Motor Development</td>
<td>3</td>
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<tr>
<td>KINE 334</td>
<td>Test and Measurement in Kinesiology</td>
<td>3</td>
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<tr>
<td>KINE 343</td>
<td>Exercise Physiology</td>
<td>4</td>
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<tr>
<td>KINE 432</td>
<td>Kinesiology and Biomechanics</td>
<td>3</td>
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<tr>
<td>KINE 436</td>
<td>Motor Skills for Special Populations</td>
<td>3</td>
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<tr>
<td>HSCI 346</td>
<td>Wellness and Holistic Health Practices</td>
<td>3</td>
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<tr>
<td>PSY 325</td>
<td>Sport Psychology</td>
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Other Requirements:

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<tr>
<td>BIOL 1306</td>
<td>Biology for Science Majors I</td>
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<td>&amp; BIOL 1106</td>
<td>and Biology for Science Majors I Lab</td>
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<tr>
<td>BIOL 2401</td>
<td>Human Anatomy and Physiology I</td>
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<td>&amp; BIOL 2402</td>
<td>Human Anatomy and Physiology II</td>
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<tr>
<td>PHIL 1350</td>
<td>Philosophy and Ethics of Science and Technology</td>
<td>3</td>
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<tr>
<td>or HUMA 1301</td>
<td>Introduction to the Humanities I</td>
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<tr>
<td>PHYS 1301</td>
<td>College Physics I</td>
<td>4</td>
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<tr>
<td>&amp; PHYS 1101</td>
<td>and College Physics I Lab</td>
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<tr>
<td>MATH 1314</td>
<td>College Algebra</td>
<td>3</td>
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<td>PSYC 2301</td>
<td>General Psychology</td>
<td>3</td>
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<td>RDG 343</td>
<td>Reading Beyond the Primary Grades</td>
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Professional Development:

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<tbody>
<tr>
<td>ED 311</td>
<td>Growth and Development for EC to Grade 12 (EL)</td>
<td>3</td>
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<tr>
<td>ED 321</td>
<td>Foundations of Education for Secondary (EL)</td>
<td>3</td>
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<tr>
<td>ECE 401</td>
<td>Early Childhood Education: History and Philosophy</td>
<td>3</td>
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<tr>
<td>SPED 410</td>
<td>Introduction to Individual with Exceptionalities</td>
<td>3</td>
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Block 1:

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<tr>
<td>ED 331</td>
<td>Classroom and Behavior Management</td>
<td>3</td>
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<tr>
<td>ED 495</td>
<td>Block 1 - Co-Teaching Practicum for Certification Candidates (EL)</td>
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Block 2:

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<tbody>
<tr>
<td>ED 496</td>
<td>Block 2 - Co-Teaching Practicum for Certification Candidates (EL)</td>
<td>3</td>
</tr>
</tbody>
</table>
KINE 2351. Physical Activity Skills II: Team Sports. 3 Hours.
The purpose of this course is to develop the techniques utilized in fundamental skills for team sports. Emphasis will be on developing the basic skills through observation, participation, and analysis of movement patterns appropriate for various skill levels. Students will be introduced to the basic skills of the selected team sports. Teaching considerations will be introduced throughout the semester regarding the instruction of team sports in physical education settings. Physical participation is required. Prerequisite: KINE 2350.

KINE 315. Teaching Methods in Physical Education II. 3 Hours.
This is a course designed to enable the student to learn the processes of movements and skill acquisition of students in middle/secondary schools. Using state standards, it provides information related to curriculum selection and implementation of middle/secondary public school physical education programs. Students will demonstrate competencies in presentations utilizing various instructional strategies. Prerequisite: KINE 314 and Junior/Senior standing.

KINE 325. Exercise and Sport Psychology. 3 Hours.
This course is designed to give students an introduction to the important issues within the field of sports and exercise psychology. Students will obtain knowledge of theories, concepts, and intervention techniques of sport and exercises psychology. Topics covered will include the history of sport psychology, behavioral principles, anxiety and motivation theory applied to sport, team dynamics, psychological skills training, the psychology of sport injury, and psychological factors that can affect performance in sport, physical education, and exercise settings. In addition, students will be taught about psychological strategies and techniques that can be applied to prevent or enhance the impact of psychological and emotional factors in an exercise and sport context. Prerequisite: Junior or Senior standing.

KINE 331. Motor Development. 3 Hours.
This course focuses on human motor development including motor pattern characteristics, human growth, perceptual motor development, and fitness development across the lifespan. Socio-cultural influences on motor development will also be discussed. Theories and models of motor development are also featured in this course. Topics include physical factors that influence growth, maturation, and aging, process underlying perceptual-motor performance, and the interpretation and applications of motor research to human movement. The course will engage students through lecture, laboratory work, and problem-based learning activities. Prerequisite: Junior standing.
KINE 332. Program Development/Management in Fitness Industries. 3 Hours.
This course provides students with skills needed to develop, implement, and manage programs in fitness industry. Emphasis will be placed on the knowledge and strategies essential to the development of successful health and fitness programs. The course also provides an overview of the principles and practices of promotions and marketing in corporate, commercial, and institutional fitness industry. Topics include sport marketing planning, market segmentation, and identification of target market, motivational techniques, and administrative considerations. Prerequisites: KINE 1301 and Junior standing.

KINE 334. Test and Measurement in Kinesiology. 3 Hours.
This course is designed to provide students with the basic concepts in statistics, measurement, and evaluation in the physical education and exercise sciences. The course incorporates the application and interpretation of descriptive and inferential statistics for quantitative research, school grading, and children's fitness evaluation. Students will utilize computer based statistical programs for statistics analysis. In addition, knowledge of general considerations for test selection, construction, and evaluation will also be covered. The course will engage students through lecture and laboratory experiences. Prerequisite: MATH 1314 and Junior standing.

KINE 343. Exercise Physiology. 4 Hours.
This course studies physiological responses and adaptations to acute and chronic bouts of exercise with an emphasis on training techniques and enhanced physical performance. Topics include aerobic and anaerobic energy sources for muscular activity, physiology of muscle contraction, strength, and flexibility. The role of nervous system control of muscular activity will be explored along with pulmonary and circulatory physiology, gas exchange and transport, body composition, and weight control, as well as pediatric exercise physiology. Physiological effects of various physical activities on the human body will also be addressed. The course will engage students through lecture, laboratory experiences, and problem-based learning activities. Prerequisite: BIOL 2401 and Junior standing.

KINE 431. Introduction to Kinesiology Research Methods. 3 Hours.
This course is designed to familiarize students with major research methods that are applicable to health, physical education, and sports science. Research design, data collection, analysis, validity, research procedures, and report writing will be covered. The course satisfies both the laboratory requirement for sports science and physical education experience. Knowledge acquired in this course will assist students in understanding the nature of the research process and various types of research methods. Students will develop the skills necessary for conducting a research project in health, physical education, and sports science. The format of the course will be a mixture of lecture, discussion, reading, and writing. Students are expected to be able to use various research methods to successfully complete a small individual or group research project. Prerequisite: MATH 1314 and Junior standing.

KINE 432. Kinesiology and Biomechanics. 3 Hours.
This course will equip participants with knowledge of the essential mechanical concepts and principles that govern human movement within a context of physical education and sports science. Through lecture, laboratory experience, problem-solving activities, and other forms of learning in and outside the classroom, students will acquire practical biomechanical knowledge through the integration between the mechanical principles and the efficiency of human movement and interrelationships of biomechanics, musculoskeletal anatomy, and neuromuscular physiology. Prerequisite: BIOL 2401 and BIOL 2402.

KINE 435. Exercise and Chronic Diseases. 3 Hours.
This course is designed to study individuals with chronic and acute health problems that interfere with participating in physical education and leisure activities. Special exercise testing and exercise program design/implementation considerations for individuals with common chronic diseases and disabilities will be discussed. Basic pathophysiology of various chronic diseases will be explored and studied. Prerequisite: KINE 343.

KINE 436. Motor Skills for Special Populations. 3 Hours.
This is an experiential course designed to introduce students to the world of adapted physical activity, leisure, and sports for individuals with special needs. Students will gain an overview of the various sports, recreational, and physical activities available in kinesiology setting. Students will be introduced to the basic theoretical and practical knowledge for adapting activities/equipment appropriately to meet the unique needs of a variety of special populations. Principles, guidelines and strategies for motor skill, and activity instruction will be gleaned through hands-on participation, class discussions, and individual/group project. Practical considerations for conducting motor skills programs for individuals of all ages with disabilities will also be included. Prerequisite: KINE 331.

KINE 437. Internship in Kinesiology. 3 Hours.
The student internship is designed to help students to integrate and apply the knowledge and skills they have gained in earlier stages of the program to the real-life workplace environment and requirements. As an important learning experience, students will be expected to engage in reflection and analysis on their internship experience with regard to kinesiology and sports science. The internship provides practical experience of the challenges faced in the workplace and will assist students in making decisions regarding their career path. The students and the university supervisors will develop a contractual agreement which provides for a minimum of 120 clock hours of specific learning experiences on or off campus. Prerequisite: KINE 343, KINE 331, and Senior standing.

KINE 443. Exercise Testing and Prescription. 4 Hours.
This course provides the knowledge of how to assess aerobic capacity, cardiorespiratory endurance, muscular strength and endurance, flexibility, body fat, pulmonary function, and blood pressure and evaluate the results. Emphasis is placed on design and implementation of exercise programs for healthy and special populations based upon appropriate screening and evaluation procedures. The application of both laboratory and field-based tests will be covered in lectures and laboratories. The theory and practice of designing individualized and group exercise prescription is covered. The course includes clinical observation and laboratory experiences. Prerequisite: KINE 343.
ED 495. Block 1 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.
This course provided clinical experience in the public school setting as part of the Teacher Preparation Program. The Teacher Candidate is required to spend six hours per week for 12 weeks in an assigned classroom with a Co-Teaching Practicum for Certification Candidates (EL). A university field supervisor in conjunction with a mentor teacher supervises the intern. Course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 6 SCH. Prerequisites: Admission to alternative teacher certification program and completion of program requirements.

ED 489. Individual Study. 1-4 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

ED 410. Clinical Practicum for Initial Certification. 6 Hours.
This course provides clinical experience in the public school setting as part of the alternative teacher certification programs. Clinical candidates participate in 72 complete instructional days in an assigned classroom with a Cooperating Teacher. A university field supervisor in conjunction with the Cooperating Teacher supervises the Clinial Teacher. Clinical Teachers and Cooperating Teachers participate in co-teaching throughout 15 weeks of placement. Course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 6 SCH. Prerequisites: Admission to alternative teacher certification program and completion of program requirements.

This course provides students seeking certification in grades 4-8 and 7-12 with pedagogical best-practices. Students will learn lesson planning, assessment, and available resources for their specific content area. Methods for accessing and processing information through traditional as well as innovative technologies will be addressed. State of Texas Assessments of Academic Readiness (STAAR) and End of Course Exams (EOC) effective content pedagogy will be emphasized in this course. This course integrates the principles of Experiential Learning and meets the criteria for field work.

ED 431. Classroom and Behavior Management. 3 Hours.
This course presents best practices in classroom and behavior management including management of time, materials, and space. Additionally, the course examines strategies for managing individual and large-group student behaviors, transitions, lab activities, and other arrangements for classrooms in general and special education. Prerequisite: Admission to the Teacher Preparation Program.

ED 498. ACP Supervised Internship. 3 Hours.
This course provides Teacher Candidates who have accepted a position as a teacher of record in a local public school supervised experiences working under an Intern or Probationary Certificate. Students must successfully complete two semesters of this course for 6 SCH to be recommended for certification. A university field supervisor in conjunction with a mentor teacher supervises the intern. Course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. Prerequisite: Admission to alternative teacher certification program and completion of program requirements.

ED 485. Content Knowledge for EC-6 Educators. 3 Hours.
This course provides students seeking EC-6 certification with a greater understanding of English, Language Arts and Reading (ELAR), Math, Science, Social Studies, Fine Arts, Health and Physical Education content knowledge as outlined by the EC-6 educator competencies.

ED 487. Strategies for EC-6 Educators. 3 Hours.
This course provides students seeking EC-6 certification instruction in research based instructional teaching strategies utilize in educating the diverse populations of students in public schools.

ED 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary. Prerequisite: Requires a student contract approved by the instructor and dean.

ED 495. Block 1 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.
This course provided clinical experience in the public school setting as part of the field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend six hours per week for 12 weeks in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 1 is the first semester of the co-teaching assignment (2 semesters) in which the Teacher Candidate and Cooperating Teacher are considered co-teachers for the class. Course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principles of experiential learning and meets the criteria for internship. Prerequisite: Met admission requirements to undergraduate field based placement guidelines.
ED 496. Block 2 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.
This course provided clinical experience in a public school setting as part of field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend 72 complete instructional days in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 2 is the second semester of the co-teaching assignment (2 semesters) in which Teacher Candidate and Cooperating Teacher are co-teachers for the public school class. Course graded on Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principals of experiential learning and meets the criterion for internship. Prerequisite: successful completion of ED 495, continued acceptance in the public school classroom, and completion of program requirements.

ED 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary. Prerequisite: None.

Faculty
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Mathematics 4-8 Mathematics Certification
Teacher Preparation Program Admission Requirements
Apply 3rd Year, 1st Semester
1. Application to Teacher Prep Program via TK20 in September or February
2. GPA requirement of 2.8 cumulative
3. Completion of 15 hours in Content / Major Area for certification in 4-8 with no grade below C

Degree Requirements
Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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<th>Code</th>
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<td>Major Requirements</td>
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## General Education Requirements (p. 55)

<table>
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<tr>
<td>BIOL 1308</td>
<td>Biology for Non-Science Majors I</td>
<td>7</td>
</tr>
<tr>
<td>BIOL 1108</td>
<td>Biology for Non-science Majors I Lab</td>
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<tr>
<td>BIOL 1309</td>
<td>Biology for Non-Science Majors II</td>
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<tr>
<td>BIOL 1109</td>
<td>Biology for Non-science Majors II Lab</td>
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<tr>
<td>PHYS 1415</td>
<td>Physical Science I (lab can count in Core Component Area option)</td>
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<td>RDG 343</td>
<td>Reading Beyond the Primary Grades</td>
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<td>RDG 350</td>
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### Upper Division Electives

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<td>Growth and Development for EC to Grade 12 (EL)</td>
<td>3</td>
</tr>
<tr>
<td>ED 321</td>
<td>Foundations of Education for Secondary (EL)</td>
<td>3</td>
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### Prof. Development

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<tbody>
<tr>
<td>Block 1</td>
<td>Classroom and Behavior Management</td>
<td>9</td>
</tr>
<tr>
<td>ED 495</td>
<td>Block 1 - Co-Teaching Practicum for Certification Candidates (EL)</td>
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</tr>
<tr>
<td>Block 2</td>
<td>Block 2 - Co-Teaching Practicum for Certification Candidates (EL)</td>
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### Electives

as needed to satisfy minimum degree requirements including 54 SCH in Upper Division coursework

### Minimum Hours for Degree

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Note: A minimum of 54 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.

## Undergraduate courses in Mathematics 4-8 Mathematics Certification

**ED 311. Growth and Development for EC to Grade 12 (EL). 3 Hours.**

This is an introductory education course which presents theories of children's growth and development along with their relationship to learning and teaching. Cultural, emotional, physical, intellectual, and learning differences are studied for their impact on learning and educational opportunity. Students must be considered in their junior year and will be required to participate in 8 hours of field experience. This course integrates the principles of Experiential Learning and meets the criteria of field work.
This course provides students seeking certification in grades 4-8 and 7-12 skills for designing instruction and assessment that promote a growth mindset and create a positive, productive classroom environment. Students will apply skills and knowledge in lesson and unit planning as well as content pedagogy specific to area of certification. Traditional as well as innovative technologies will be addressed. State of Texas Assessments of Academic Readiness (STAAR) and End of Course Exams (EOC) effective content pedagogy will be emphasized in this course. This course integrates the principles of Experiential Learning and meets the criteria for field work.

ED 331. Classroom and Behavior Management. 3 Hours.
This course presents best practices in classroom and behavior management including management of time, materials, and space. Additionally, the course examines strategies for managing individual and large-group student behaviors, transitions, lab activities, and other arrangements for classrooms in general and special education. Prerequisite: Admitted to the Teacher Preparation Program.

ED 435. Secondary Content Pedagogy. 3 Hours.
This course provides students seeking certification in grades 4-8 and 7-12 with pedagogical best-practices. Students will learn lesson planning, assessment, and available resources for their specific content area. Methods for accessing and processing information through traditional as well as new technologies will be addressed. Prerequisite: Admission to the Teacher Preparation Program.

ED 495. Block 1 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.
This course provided clinical experience in the public school setting as part of the field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend six hours per week for 12 weeks in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 1 is the first semester of the co-teaching assignment (2 semesters) in which the Teacher Candidate and Cooperating Teacher are considered co-teachers for the class. Course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principles of experiential learning and meets the criterion for internship. Prerequisite: Met admission requirements to undergraduate field based placement guidelines.

ED 496. Block 2 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.
This course provided clinical experience in a public school setting as part of field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend 72 complete instructional days in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 2 is the second semester of the co-teaching assignment (2 semesters) in which Teacher Candidate and Cooperating Teacher are co-teachers for the public school class. Course graded on Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principals of experiential learning and meets the criterion for internship. Prerequisite: successful completion of ED 495, continued acceptance in the public school classroom, and completion of program requirements.

ITED 350. Technology and Digital Literacy. 3 Hours.
This course is designed to assist students with developing skills for using web applications and mobile computing. The activities in the course assist students with promoting critical thinking and problem-solving skills by engaging them with digital tools being used in daily life. Topics covered include: technology in society, computers and digital components, the internet- how it works and making the most of web resources, applications for work and play, and systems software- operating systems, utilities and file management, information technology ethics, understanding and assessing hardware, digital devices and media and protection, information technology careers, software programming, databases and information systems, networking and security.

MATH 0300. Pre-Algebra. 3 Hours.
This course provides a study of the concepts and applications of arithmetic operations on whole numbers, fractions, and decimals, ratios and proportions, percentages, measurements, interpretation of graphs and statistics, geometry, exponents, algebraic expression, and problem solving. Students must complete the course with a C or better to receive credit. Calculators will not be allowed for use in this course. Placement will be determined by TSI readiness indicators.

MATH 0301. Elementary Algebra. 3 Hours.
This course provides a study of the concepts and applications of algebraic expressions, equations, inequalities, problem solving, polynomials and factoring, rational expressions and equations, systems of equations, graphing techniques, radical expressions and equations, and quadratic equations. Students must complete the course with a C or better to receive credit. Appropriate computer software and hand held technologies will be utilized. Placement will be determined by TSI readiness indicators.

MATH 0302. Intermediate Algebra. 3 Hours.
This course provides a study of the concepts and applications of rational expressions and equations, linear equations and inequalities, radicals, quadratic equations, and graphs. This course is intended for students who place below the minimum score on an entrance assessment test in mathematics. Appropriate computer software and hand held technologies will be utilized. Students must complete the course with a C or better to receive credit. Placement will be determined by TSI readiness indicators.

MATH 1314. College Algebra. 3 Hours.
This course provides a rigorous study of the concepts and applications of linear, quadratic, higher-order polynomial, rational, radical, exponential and logarithmic functions, and solving systems of equations using various methods. Additional topics such as sequences, series, probability, and conics may be included. This course is designed to prepare STEM majors for success in calculus. Appropriate computer software and hand held technologies will be utilized. Prerequisite: Must have satisfied the math portion of TSI. Placement will also be determined by the Math Placement Exam score.
MATH 1316. Plane Trigonometry. 3 Hours.
This course provides a rigorous study of the concepts and applications of sets, ordered relations, number intervals, trigonometric functions, radian measure, variations and graphs of functions, solutions of right and general triangles, identities, graphing, inverse functions, circular functions, vectors, complex numbers, polar and parametric equations. This course is designed to further prepare STEM majors for success in calculus. Appropriate computer software and hand held technologies will be utilized. Prerequisite: Must have satisfied the math portion of TSI. Placement will also be determined by the Math Placement Exam score.

MATH 1324. Mathematics for Business and Social Sciences I. 3 Hours.
This course provides a rigorous study of the concepts from college algebra (linear equations, quadratic equations, functions and graphs, inequalities), sets, probability, mathematics of finance (simple and compound interest, annuities), linear programming, matrices, and systems of linear equations. This course is designed to prepare students majoring in business or social science. Applications will be taken from management, economics, business, and sociology. Appropriate computer software and hand held technologies will be utilized. Prerequisite: Must have satisfied the math portion of TSI.

MATH 1325. Business Calculus. 3 Hours.
This course provides a rigorous study of the concepts of limits and continuity, derivatives, graphing and optimization, exponential and logarithmic functions, antiderivatives, and integration. This course is designed to prepare students majoring in business. Applications will be taken from management, economics, and business. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 1324 or MATH 1314 with a C or better.

MATH 1332. Contemporary Mathematics I. 3 Hours.
This course provides a study of the concepts and applications of sets, logic, number systems, number theory, relations, functions, probability and statistics. Applications will be taken from meaningful real-world examples that allow students to see how mathematics can be used by everyone to solve problems, not just by mathematicians and scientists. This course is designed for non-STEM, non-business majors. Appropriate computer software and hand held technologies will be utilized. Prerequisite: Must have satisfied the math portion of TSI.

MATH 1342. Elementary Statistical Methods. 3 Hours.
This course provides a rigorous study of the concepts and applications of the collection, analysis, presentation, and interpretation of data and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Appropriate computer software and hand held technologies will be utilized. Prerequisite: Must have satisfied the math portion of the TSI.

MATH 1350. Fundamentals of Mathematics I. 3 Hours.
This course provides a rigorous study of the concepts and applications of sets, functions, numeration systems, number theory, and properties of the natural numbers, integers, rational, and real number systems with an emphasis on problem solving and critical thinking. This course is designed for students seeking EC-6 teacher certification. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 1314 with a C or better.

MATH 1351. Fundamentals of Math II. 3 Hours.
This course provides a rigorous study of the concepts and applications of geometry, probability, statistics, and measurement with an emphasis on problem solving and critical thinking. This course is designed for students seeking EC-6 teacher certification. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 1350 and MATH 1314 with a C or better.

MATH 2305. Discrete Mathematics. 3 Hours.
This course provides a rigorous study of the concepts and applications of topics designed to prepare math, computer science, and engineering majors for a background in abstraction, notation, and critical thinking for the mathematics most directly related to computer science. Topics include: logic, relations, functions, basic set theory, countability and counting arguments, proof techniques, mathematical induction, combinatorics, discrete probability, recursion, sequence and recurrence, elementary number theory, graph theory, and mathematical proof techniques. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2413 with a C or better.

MATH 2318. Linear Algebra. 3 Hours.
This course provides a rigorous study of the concepts and applications of systems of linear equations, matrices, vector spaces, determinants, eigenvectors, eigenvalues, and linear transformations. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 with a C or better.

MATH 2320. Differential Equations. 3 Hours.
This course provides a rigorous study of the concepts and applications of first- and second-order ordinary differential equations and systems of ODEs, existence and uniqueness of solutions, initial value problems, the Laplace Transform, compartment models, first- and second-order rate laws, eigenvalues, eigenvectors, and eigenspaces of matrices. This course is taught with a modeling perspective and will utilize applications from areas such as physics, biology, pharmacology, chemistry, ecology, sociology, and electric engineering. Numerical, symbolic and graphing techniques will be used to obtain solutions. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 with a C or better.

MATH 2412. Pre-Calculus. 4 Hours.
This course provides a rigorous study of the concepts and applications of the fundamental topics of calculus including algebraic functions and their graphs, trigonometric functions and identities, polynomial, rational, exponential, and logarithmic functions, solutions to equations and inequalities, analytic geometry, and polar coordinates. This course is designed to prepare STEM majors for success in calculus. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 1314 with a C or better or the equivalent preparation by STEM department chair permission. Placement will also be determined by the Math Placement Exam score.
MATH 2413. Calculus I. 4 Hours.
This course provides a rigorous study of the concepts and applications of limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental function, with an application to calculation of areas. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 1314 and MATH 1316 with a C or better, or MATH 2412 with a C or better. Placement will also be determined by the Math Placement Exam score.

MATH 2414. Calculus II. 4 Hours.
This course provides a rigorous study of the concepts and applications of integration, trigonometric functions, sequences and series, indeterminate forms, improper integrals, and elementary differential equations. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2413 with a C or better.

MATH 2415. Calculus III. 4 Hours.
This course provides a rigorous study of the concepts and applications of three dimensional analytic geometry and vectors, differentiation and integration of vector-valued functions and motion in space, arc length and curvature, functions of several variables, partial derivatives, multiple integrals, and integration in vector fields. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 with a C or better.

MATH 289. Independent Study in Mathematics. 1-4 Hours.
This course provides an option for individualized instruction and research. It may be repeated when topics vary. Prerequisite: Instructor approval.

MATH 321. College Geometry. 3 Hours.
This course provides a rigorous study of the concepts and applications of the properties of finite geometrics and of points, lines, triangles, and circles in Euclidean geometry. Non-Euclidean geometries will also be studied and contrasted. This course will be taught with a discovery approach in which students scaffold their comprehension through careful axiomatic study. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2413 with a C or better.

MATH 326. Problem Solving for Elementary Teachers. 3 Hours.
This course provides a rigorous study of the concepts of effective problem solving strategies. Strategies will be applied to various problems taken from critical areas of algebra, number concepts, geometry, probability, statistics, measurement, and logic. The scope and sequence will be formative in nature and use a discovery approach to allow students to scaffold their critical thinking skills into a mathematical problem solving rubric. Logical reasoning will be emphasized in all strategies to distinguish the importance of the process of problem solving rather than just finding the answer. Appropriate computer software and hand held technologies will be utilized. With pre-service elementary teachers in mind, this course will also integrate the pedagogy of modeling these skills to elementary mathematics students. Prerequisite: MATH 1314 and MATH 1350 and MATH 1351 with a C or better.

MATH 334. Introduction to Abstract Algebra. 3 Hours.
This course provides a rigorous study of the concepts and applications of the properties of the integers, permutations, groups, rings, integral domains, and fields. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 with a C or better.

MATH 352. Math Foundations and Applications. 3 Hours.
This course provides a rigorous study and review of the concepts of algebra, geometry, probability, statistics, trigonometry, and calculus. Other topics may include elements from number theory, linear algebra, and abstract algebra. This course will be driven by applications of real-world problems with an emphasis on problem-solving skills. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2413 with a C or better.

MATH 355. Probability and Statistics. 3 Hours.
This course provides a rigorous study of the concepts and applications of probability, discrete and continuous distribution, estimation, and hypothesis testing using concepts from calculus. Appropriate computer software and hand held technologies will be utilized. Course is cross-listed with EE 307. Prerequisite: MATH 2414 with a C or better.

MATH 380. Real Analysis. 3 Hours.
Sets, relations and functions, sequences of real numbers and sequences in R^n, continuous and differentiable functions on R^n, Riemann Integral. Prerequisites: MATH 2415 and MATH 2305.

MATH 415. Numerical Analysis. 3 Hours.
This course provides a rigorous study of the concepts and applications of the use of numerical methods for the solution of mathematical problems such as linear systems of equations, curve fitting, root finding, differentiation, and integration. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 and COSC 1315 with a C or better.

MATH 426. Problem Solving. 3 Hours.
Effective problem solving strategies will be applied to various examples from areas such as algebra, geometry, probability, calculus, trigonometry, number theory, discrete math, linear algebra, and logic. The scope and sequence will be formative in nature and use a discover approach to allow students to scaffold their critical thinking skills into a mathematical problem solving rubric. Logical reasoning will be emphasized in all strategies to distinguish the importance of the process of problem solving rather than just finding the answer. Appropriate computer software and hand held technologies will be utilized. With pre-service math teachers in mind, this course will also focus on the pedagogy of teaching these skills to 7-12 grade mathematics students. Prerequisite: MATH 2414 with a C or better.
MATH 430. Mathematical Modeling. 3 Hours.
This course provides a rigorous study of the concepts and applications of techniques used to model data related to real-world systems and scenarios from areas such as physics, biology, pharmacology, chemistry, ecology, sociology, astronomy, and archeology. Discrete and continuous models, theoretical and empirical models, deterministic and probability models and analytic and simulation models will be considered. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 with a C or better.

MATH 437. Number Theory. 3 Hours.
This course provides a rigorous study of the concepts and applications of the properties of integer representations and operations, analysis and complexity of algorithms, mathematical induction, divisibility, primes and composites, congruences and systems, the Fundamental Theorem of Arithmetic, Pythagorean triples, multiplicative functions, and cryptology. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 with a C or better.

MATH 489. Individual Study. 1-3 Hours.
This course provides an option for individualized instruction and research. It may be repeated when topics vary. Prerequisite: Instructor approval.

MATH 493. Capstone in Mathematics. 3 Hours.
This is the conclusion of preparation of a portfolio of mathematical experiences composed of artifacts from throughout a student's time in upper-level mathematics classes. Presentation of a selected portfolio artifact will be required. Students will be graded on Satisfactory (S) or Unsatisfactory (U) basis. Prerequisite: Senior standing and instructor permission.

MATH 499. Independent Research. 1-6 Hours.
This is an independent research in Math conducted by a student under the guidance of a faculty member of his or her choice. The student is required to maintain a research journal and submit a project report by the end of the semester and potentially make an oral presentation on the project. SCH and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: Consent of instructor.

PHYS 1415. Physical Science I. 4 Hours.
Algebra-based physical science for students in pre-professional programs, biology, geology, or architecture who do not expect to do additional work in engineering or physics. Topics include elementary vector algebra, mechanics, heat, thermodynamics and sound.

RDG 343. Reading Beyond the Primary Grades. 3 Hours.
This course teaches content area teachers how to help their students learn from textbooks, including techniques for evaluating both textbooks and students. Coping with the reading, demands of textbooks, and study skills will be learned.

RDG 350. Emergent Literacy Development. 3 Hours.
This course provides the pre-service EC-6 teacher with knowledge and skills necessary to promote early literacy development. Students will develop competency in the components of emergent literacy, including oral language development, phonological and phonemic awareness, the alphabetic principle, high frequency vocabulary development, decoding and spelling strategies, and fluency development. The targeted grade levels for this course are early childhood through grade two.

SPED 410. Introduction to Individual with Exceptionalities. 3 Hours.
This course develops students' foundational knowledge of historical perspectives, educational principles, laws, and professional ethics and roles in the fields of special education and English Language Learners (ELL). It focuses on the learning and behavioral characteristics of diverse learners, including students with exceptionalities (which includes disabilities, Attention Deficit Hyperactivity Disorders, Dyslexia, and Gifted/Talented) students who are ELL and students who are Culturally and Linguistically Diverse Exceptional (CLDE) learners. Additionally, this course introduces instructional strategies, appropriate curriculum, accommodations, modifications, and assistive technology to ensure the success of all learners.

SPED 418. Research, Trends, and Issues in Education. 3 Hours.
This course presents current research, issues, and trends in education, specifically emphasizing the teaching-learning process to meet specific student learning needs. Emphasis is placed on teacher candidates integrating best practices in the teaching-learning process including: 1) Strength-based strategies, 2) Understanding by Design, 3) Differentiation, 4) Differentiation for Neurodiversity, 5) State Accountability Testing, and 6) Teacher Evaluation. Prerequisite: Admission to the Teacher Preparation Program.

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Other Requirements:

Texas A&M University-Texarkana
12sch Upper Division (300 & 400 level) Electives

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<tr>
<td>ED 321</td>
<td>Foundations of Education for Secondary (EL)</td>
<td>3</td>
</tr>
<tr>
<td>Block 1</td>
<td></td>
<td>12</td>
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<tr>
<td>ED 331</td>
<td>Classroom and Behavior Management 9</td>
<td>3</td>
</tr>
<tr>
<td>ED 495</td>
<td>Block 1 - Co-Teaching Practicum for Certification Candidates (EL) 9</td>
<td>3</td>
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<tr>
<td>Block 2</td>
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<tr>
<td>ED 496</td>
<td>Block 2 - Co-Teaching Practicum for Certification Candidates (EL) 10</td>
<td>3</td>
</tr>
<tr>
<td>SPED 418</td>
<td>Research, Trends, and Issues in Education 10</td>
<td>3</td>
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Electives (as needed to satisfy minimum degree requirements including 54 SCH in Upper Division coursework)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SCH</th>
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<tbody>
<tr>
<td>Minimum Hours for Degree</td>
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<tr>
<td>6</td>
<td>Minimum grade of &quot;C&quot; required in all Major, Education and Professional Development Courses</td>
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</tr>
<tr>
<td>7</td>
<td>Satisfies core curriculum</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Requires Admission to Teacher Prep Program</td>
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<tr>
<td>9</td>
<td>Requires successful placement interview with a partnership public school district</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Requires passing all TExES exams</td>
<td></td>
</tr>
</tbody>
</table>

Note: A minimum of 54 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.

Undergraduate courses in Mathematics w/ 7-12 Teacher Certification

ED 311. Growth and Development for EC to Grade 12 (EL). 3 Hours.
This is an introductory education course which presents theories of children’s growth and development along with their relationship to learning and teaching. Cultural, emotional, physical, intellectual, and learning differences are studied for their impact on learning and educational opportunity. Students must be considered in their junior year and will be required to participate in 8 hours of field experience. This course integrates the principles of Experiential Learning and meets the criteria of field work.

This course provides students seeking certification in grades 4-8 and 7-12 skills for designing instruction and assessment that promote a growth mindset and create a positive, productive classroom environment. Students will apply skills and knowledge in lesson and unit planning as well as content pedagogy specific to area of certification. Traditional as well as innovative technologies will be addressed. State of Texas Assessments of Academic Readiness (STAAR) and End of Course Exams (EOC) effective content pedagogy will be emphasized in this course. This course integrates the principles of Experiential Learning and meets the criteria for field work.

ED 331. Classroom and Behavior Management. 3 Hours.
This course presents best practices in classroom and behavior management including management of time, materials, and space. Additionally, the course examines strategies for managing individual and large-group student behaviors, transitions, lab activities, and other arrangements for classrooms in general and special education. Prerequisite: Admitted to the Teacher Preparation Program.

ED 435. Secondary Content Pedagogy. 3 Hours.
This course provides students seeking certification in grades 4-8 and 7-12 with pedagogical best-practices. Students will learn lesson planning, assessment, and available resources for their specific content area. Methods for accessing and processing information through traditional as well as new technologies will be addressed. Prerequisite: Admission to the Teacher Preparation Program.

ED 495. Block 1 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.
This course provided clinical experience in the public school setting as part of the field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend six hours per week for 12 weeks in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 1 is the first semester of the co-teaching assignment (2 semesters) in which the Teacher Candidate and Cooperating Teacher are considered co-teachers for the class. Course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principles of experiential learning and meets the criteria for internship. Prerequisite: Met admission requirements to undergraduate field based placement guidelines.

ED 496. Block 2 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.
This course provided clinical experience in a public school setting as part of field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend 72 complete instructional days in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 2 is the second semester of the co-teaching assignment (2 semesters) in which Teacher Candidate and Cooperating Teacher are co-teachers for the public school class. Course graded on Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principals of experiential learning and meets the criterion for internship. Prerequisite: successful completion of ED 495, continued acceptance in the public school classroom, and completion of program requirements.
ITED 350. Technology and Digital Literacy. 3 Hours.
This course is designed to assist students with developing skills for using web applications and mobile computing. The activities in the course assist students with promoting critical thinking and problem-solving skills by engaging them with digital tools being used in daily life. Topics covered include: technology in society, computers and digital components, the internet—how it works and making the most of web resources, applications for work and play, and systems software—operating systems, utilities, and file management, information technology ethics, understanding and assessing hardware, digital devices and media and protection, information technology careers, software programming, databases and information systems, networking and security.

MATH 0300. Pre-Algebra. 3 Hours.
This course provides a study of the concepts and applications of arithmetic operations on whole numbers, fractions, and decimals, ratios and proportions, percentages, measurements, interpretation of graphs and statistics, geometry, exponents, algebraic expressions, and problem solving. Students must complete the course with a C or better to receive credit. Calculators will not be allowed for use in this course. Placement will be determined by TSI readiness indicators.

MATH 0301. Elementary Algebra. 3 Hours.
This course provides a study of the concepts and applications of algebraic expressions, equations, inequalities, problem solving, polynomials and factoring, rational expressions and solutions, equations, systems of equations, graphing techniques, radical expressions and equations, and quadratic equations. Students must complete the course with a C or better to receive credit. Appropriate computer software and hand held technologies will be utilized. Placement will be determined by TSI readiness indicators.

MATH 0302. Intermediate Algebra. 3 Hours.
This course provides a study of the concepts and applications of rational expressions and equations, linear equations and inequalities, radicals, quadratic equations, and graphs. This course is intended for students who place below the minimum score on an entrance assessment test in mathematics. Appropriate computer software and hand held technologies will be utilized. Students must complete the course with a C or better to receive credit. Placement will be determined by TSI readiness indicators.

MATH 1314. College Algebra. 3 Hours.
This course provides a rigorous study of the concepts and applications of linear, quadratic, higher-order polynomial, rational, radical, exponential and logarithmic functions, and solving systems of equations using various methods. Additional topics such as sequences, series, probability, and conics may be included. This course is designed to prepare STEM majors for success in calculus. Appropriate computer software and hand held technologies will be utilized. Prerequisite: Must have satisfied the math portion of TSI. Placement will also be determined by the Math Placement Exam score.

MATH 1316. Plane Trigonometry. 3 Hours.
This course provides a rigorous study of the concepts and applications of sets, ordered relations, number intervals, trigonometric functions, radian measure, variations and graphs of functions, solutions of right and general triangles, identities, graphing, inverse functions, circular functions, vectors, complex numbers, polar and parametric equations. This course is designed to further prepare STEM majors for success in calculus. Appropriate computer software and hand held technologies will be utilized. Prerequisite: Must have satisfied the math portion of TSI. Placement will also be determined by the Math Placement Exam score.

MATH 1324. Mathematics for Business and Social Sciences I. 3 Hours.
This course provides a rigorous study of the concepts from college algebra (linear equations, quadratic equations, functions and graphs, inequalities), sets, probability, mathematics of finance (simple and compound interest, annuities), linear programming, matrices, and systems of linear equations. This course is designed to prepare students majoring in business or social science. Applications will be taken from management, economics, business, and sociology. Appropriate computer software and hand held technologies will be utilized. Prerequisite: Must have satisfied the math portion of TSI. Placement will also be determined by the Math Placement Exam score.

MATH 1325. Business Calculus. 3 Hours.
This course provides a rigorous study of the concepts of limits and continuity, derivatives, graphing and optimization, exponential and logarithmic functions, antiderivatives, and integration. This course is designed to prepare students majoring in business. Applications will be taken from management, economics, and business. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 1324 or MATH 1314 with a C or better.

MATH 1332. Contemporary Mathematics I. 3 Hours.
This course provides a study of the concepts and applications of sets, logic, number systems, number theory, relations, functions, probability and statistics. Applications will be taken from meaningful real-world examples that allow students to see how mathematics can be used by everyone to solve problems, not just by mathematicians and scientists. This course is designed for non-STEM, non-business majors. Appropriate computer software and hand held technologies will be utilized. Prerequisite: Must have satisfied the math portion of TSI.

MATH 1342. Elementary Statistical Methods. 3 Hours.
This course provides a rigorous study of the concepts and applications of the collection, analysis, presentation, and interpretation of data and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Appropriate computer software and hand held technologies will be utilized. Prerequisite: Must have satisfied the math portion of the TSI.
MATH 1350. Fundamentals of Mathematics I. 3 Hours.
This course provides a rigorous study of the concepts and applications of sets, functions, numeration systems, number theory, and properties of the natural numbers, integers, rational, and real number systems with an emphasis on problem solving and critical thinking. This course is designed for students seeking EC-6 teacher certification. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 1314 with a C or better.

MATH 1351. Fundamentals of Math II. 3 Hours.
This course provides a rigorous study of the concepts and applications of geometry, probability, statistics, and measurement with an emphasis on problem solving and critical thinking. This course is designed for students seeking EC-6 teacher certification. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 1350 and MATH 1314 with a C or better.

MATH 2305. Discrete Mathematics. 3 Hours.
This course provides a rigorous study of the concepts and applications of topics designed to prepare math, computer science, and engineering majors for a background in abstraction, notation, and critical thinking for the mathematics most directly related to computer science. Topics include: logic, relations, functions, basic set theory, countability and counting arguments, proof techniques, mathematical induction, combinatorics, discrete probability, recursion, sequence and recurrence, elementary number theory, graph theory, and mathematical proof techniques. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2413 with a C or better.

MATH 2318. Linear Algebra. 3 Hours.
This course provides a rigorous study of the concepts and applications of systems of linear equations, matrices, vector spaces, determinants, eigenvectors, eigenvalues, and linear transformations. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 with a C or better.

MATH 2320. Differential Equations. 3 Hours.
This course provides a rigorous study of the concepts and applications of first- and second-order ordinary differential equations and systems of ODEs, existence and uniqueness of solutions, initial value problems, the Laplace Transform, compartment models, first- and second-order rate laws, eigenvalues, eigenvectors, and eigenspaces of matrices. This course is taught with a modeling perspective and will utilize applications from areas such as physics, biology, pharmacology, chemistry, ecology, sociology, and electric engineering. Numerical, symbolic and graphing techniques will be used to obtain solutions. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 with a C or better.

MATH 2412. Pre-Calculus. 4 Hours.
This course provides a rigorous study of the concepts and applications of the fundamental topics of calculus including algebraic functions and their graphs, trigonometric functions and identities, polynomial, rational, exponential, and logarithmic functions, solutions to equations and inequalities, analytic geometry, and polar coordinates. This course is designed to prepare STEM majors for success in calculus. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 1314 with a C or better or the equivalent preparation by STEM department chair permission. Placement will also be determined by the Math Placement Exam score.

MATH 2413. Calculus I. 4 Hours.
This course provides a rigorous study of the concepts and applications of limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental function, with an application to calculation of areas. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 1314 and MATH 1316 with a C or better, or MATH 2412 with a C or better. Placement will also be determined by the Math Placement Exam score.

MATH 2414. Calculus II. 4 Hours.
This course provides a rigorous study of the concepts and applications of integration, trigonometric functions, sequences and series, indeterminate forms, improper integrals, and elementary differential equations. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2413 with a C or better.

MATH 2415. Calculus III. 4 Hours.
This course provides a rigorous study of the concepts and applications of three dimensional analytic geometry and vectors, differentiation and integration of vector-valued functions and motion in space, arc length and curvature, functions of several variables, partial derivatives, multiple integrals, and integration in vector fields. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 with a C or better.

MATH 289. Independent Study in Mathematics. 1-4 Hours.
This course provides an option for individualized instruction and research. It may be repeated when topics vary. Prerequisite: Instructor approval.

MATH 321. College Geometry. 3 Hours.
This course provides a rigorous study of the concepts and applications of the properties of finite geometrics and of points, lines, triangles, and circles in Euclidean geometry. Non-Euclidean geometries will also be studied and contrasted. This course will be taught with a discovery approach in which students scaffold their comprehension through careful axiomatic study. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2413 with a C or better.
MATH 326. Problem Solving for Elementary Teachers. 3 Hours.
This course provides a rigorous study of the concepts of effective problem solving strategies. Strategies will be applied to various problems taken from critical areas of algebra, number concepts, geometry, probability, statistics, measurement, and logic. The scope and sequence will be formative in nature and use a discovery approach to allow students to scaffold their critical thinking skills into a mathematical problem solving rubric. Logical reasoning will be emphasized in all strategies to distinguish the importance of the process of problem solving rather than just finding the answer. Appropriate computer software and hand held technologies will be utilized. With pre-service elementary teachers in mind, this course will also integrate the pedagogy of modeling these skills to elementary mathematics students. Prerequisite: MATH 1314 and MATH 1350 and MATH 1351 with a C or better.

MATH 334. Introduction to Abstract Algebra. 3 Hours.
This course provides a rigorous study of the concepts and applications of the properties of the integers, permutations, groups, rings, integral domains, and fields. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 with a C or better.

MATH 352. Math Foundations and Applications. 3 Hours.
This course provides a rigorous study and review of the concepts of algebra, geometry, probability, statistics, trigonometry, and calculus. Other topics may include elements from number theory, linear algebra, and abstract algebra. This course will be driven by applications of real-world problems with an emphasis on problem-solving skills. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2413 with a C or better.

MATH 357. Probability and Statistics. 3 Hours.
This course provides a rigorous study of the concepts and applications of probability, discrete and continuous distribution, estimation, and hypothesis testing using concepts from calculus. Appropriate computer software and hand held technologies will be utilized. Course is cross-listed with EE 307. Prerequisite: MATH 2414 with a C or better.

MATH 380. Real Analysis. 3 Hours.
Sets, relations and functions, sequences of real numbers and sequences in Rn, continuous and differentiable functions on Rn, Riemann Integral. Prerequisites: MATH 2415 and MATH 2305.

MATH 415. Numerical Analysis. 3 Hours.
This course provides a rigorous study of the concepts and applications of the use of numerical methods for the solution of mathematical problems such as linear systems of equations, curve fitting, root finding, differentiation, and integration. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 and COSC 1315 with a C or better.

MATH 426. Problem Solving. 3 Hours.
Effective problem solving strategies will be applied to various examples from areas such as algebra, geometry, probability, calculus, trigonometry, number theory, discrete math, linear algebra, and logic. The scope and sequence will be formative in nature and use a discover approach to allow students to scaffold their critical thinking skills into a mathematical problem solving rubric. Logical reasoning will be emphasized in all strategies to distinguish the importance of the process of problem solving rather than just finding the answer. Appropriate computer software and hand held technologies will be utilized. With pre-service math teachers in mind, this course will also focus on the pedagogy of teaching these skills to 7-12 grade mathematics students. Prerequisite: MATH 2414 with a C or better.

MATH 430. Mathematical Modeling. 3 Hours.
This course provides a rigorous study of the concepts and applications of techniques used to model data related to real-world systems and scenarios from areas such as physics, biology, pharmacology, chemistry, ecology, sociology, astronomy, and archeology. Discrete and continuous models, theoretical and empirical models, deterministic and probability models and analytic and simulation models will be considered. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 with a C or better.

MATH 437. Number Theory. 3 Hours.
This course provides a rigorous study of the concepts and applications of the properties of integer representations and operations, analysis and complexity of algorithms, mathematical induction, divisibility, primes and composites, congruences and systems, the Fundamental Theorem of Arithmetic, Pythagorean triples, multiplicative functions, and cryptography. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 with a C or better.

MATH 489. Individual Study. 1-3 Hours.
This course provides an option for individualized instruction and research. It may be repeated when topics vary. Prerequisite: Instructor approval.

MATH 493. Capstone in Mathematics. 3 Hours.
This is the conclusion of preparation of a portfolio of mathematical experiences composed of artifacts from throughout a student’s time in upper-level mathematics classes. Presentation of a selected portfolio artifact will be required. Students will be graded on Satisfactory (S) or Unsatisfactory (U) basis. Prerequisite: Senior standing and instructor permission.

MATH 499. Independent Research. 1-6 Hours.
This is an independent research in Math conducted by a student under the guidance of a faculty member of his or her choice. The student is required to maintain a research journal and submit a project report by the end of the semester and potentially make an oral presentation on the project. SCH and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: Consent of instructor.

RDG 343. Reading Beyond the Primary Grades. 3 Hours.
This course teaches content area teachers how to help their students learn from textbooks, including techniques for evaluating both textbooks and students. Coping with the reading, demands of textbooks, and study skills will be learned.
SPED 410. Introduction to Individual with Exceptionalities. 3 Hours.
This course develops students’ foundational knowledge of historical perspectives, educational principles, laws, and professional ethics and roles in the fields of special education and English Language Learners (ELL). It focuses on the learning and behavioral characteristics of diverse learners, including students with exceptionalities (which includes disabilities, Attention Deficit Hyperactivity Disorders, Dyslexia, and Gifted/Talented) students who are ELL and students who are Culturally and Linguistically Diverse Exceptional (CLDE) learners. Additionally, this course introduces instructional strategies, appropriate curriculum, accommodations, modifications, and assistive technology to ensure the success of all learners.

SPED 418. Research, Trends, and Issues in Education. 3 Hours.
This course presents current research, issues, and trends in education, specifically emphasizing the teaching-learning process to meet specific student learning needs. Emphasis is placed on teacher candidates integrating best practices in the teaching-learning process including: 1) Strength-based strategies, 2) Understanding by Design, 3) Differentiation, 4) Differentiation for Neurodiversity, 5) State Accountability Testing, and 6) Teacher Evaluation. Prerequisite: Admission to the Teacher Preparation Program.

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Dr. Ram Neupane
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Katheryn Hartshorn
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Dr. Judy Sander
Professor
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Debora Shidemantle
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Dr. Abbie Strunc
Assistant Professor
Email: astrunc@tamut.edu
COLLEGE OF BUSINESS, ENGINEERING, AND TECHNOLOGY

A degree from the College of Business, Engineering, and Technology at Texas A&M University-Texarkana provides a degree of recognized distinction. Texas A&M University-Texarkana business, engineering, and other technology oriented professional students have the opportunity to develop skills in critical thinking, leadership, communications, team work, and problem solving. These skills prepare students for their future roles, leading businesses and technology into the next millennium. The College of Business, Engineering, and Technology faculty are fully qualified and are eager to provide an exceptional educational experience for students. The faculty have earned various recognized honors of distinction, including Dr. Joan Brumm, who was awarded the Regent’s Professor designation in 2014.

The College of Business, Engineering, and Technology has partnerships with various local, regional, national and international professional groups which guides curriculum development allowing the College to offer top quality level educational programs. This College offers many degrees building skills to become successful technical leaders and managers in professional positions in a wide range of various industries.

Vision Statement
Texas A&M –Texarkana College of Business, Engineering, and Technology will be the preferred choice institution for students and prospective employers, known for academic excellence, student success and community leadership. We will not only prepare students for their chosen careers but also develop their capacities for community involvement and leadership.

Bachelors degrees
- Accounting (BBA) (p. 242)
- Business Administration (BBA)

Majors may choose a concentration in:
- General Business (p. 254)
- Finance (p. 261)
- Management (p. 263)
- Management Information Systems (MIS) (p. 266)
- Marketing (p. 268)
- Supply Chain Management (p. 274)

- Computer Science (BS) (p. 245)
- Electrical Engineering (BS) (p. 249)
- Mathematics (BS) (p. 274)

Minors
A minor requires a minimum of 18 SCH in a discipline, with the exception of the interdisciplinary-studies minor that requires hours from more than one discipline.

Business

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<th>Hours</th>
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<tr>
<td>BUSI 2301</td>
<td>Business Law</td>
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<tr>
<td>ECON 2301</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>GBUS 456</td>
<td>Social, Political and Legal Environment</td>
<td>3</td>
</tr>
<tr>
<td>MGT 395</td>
<td>Principles of Management</td>
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<td>MIS 360</td>
<td>Essentials of Management Information Systems</td>
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<td>MKT 363</td>
<td>Marketing</td>
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Computer Science

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<tr>
<td>COSC 1315</td>
<td>Introduction to Computer Science</td>
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<tr>
<td>COSC 1321</td>
<td>Discrete Structures</td>
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<td>ENGR 315</td>
<td>Engineering Computations</td>
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<tr>
<td>CS 310</td>
<td>Analysis of Algorithms</td>
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<tr>
<td>EE 321</td>
<td>Digital Logic</td>
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Management Information Systems

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<th>Code</th>
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<tr>
<td>MIS 302</td>
<td>Enterprise Resource Planning</td>
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<tr>
<td>MIS 310</td>
<td>Mobile Application Development</td>
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<tr>
<td>MIS 360</td>
<td>Essentials of Management Information Systems</td>
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</tr>
<tr>
<td>MIS 430</td>
<td>Website Development</td>
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Select 2 of the courses below:

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<tbody>
<tr>
<td>MIS 305</td>
<td>Electronic Commerce</td>
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<tr>
<td>MIS 308</td>
<td>Project Management</td>
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<tr>
<td>MIS 450</td>
<td>Principles of Management Information Security</td>
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Total Hours for Minor 18

Mathematics

<table>
<thead>
<tr>
<th>Code</th>
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<tr>
<td>MATH 2413</td>
<td>Calculus I</td>
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<tr>
<td>MATH 2414</td>
<td>Calculus II</td>
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<tr>
<td>MATH 2415</td>
<td>Calculus III</td>
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9 SCH UD Mathematics Electives 1

Total Hours 21

1 Excluding MATH 426

Supply Chain Management

<table>
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<tr>
<th>Code</th>
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<tr>
<td>SCM 304</td>
<td>Principles of Supply Chain Management (SL)</td>
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</tr>
<tr>
<td>SCM 310</td>
<td>Purchasing (EL)</td>
<td>3</td>
</tr>
<tr>
<td>SCM 412</td>
<td>Transportation</td>
<td>3</td>
</tr>
<tr>
<td>MIS 302</td>
<td>Enterprise Resource Planning</td>
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</table>

6sch Upper Division Business Electives

Total Hours for Minor 18

Masters degrees:
- Business Administration (MBA) (p. 351)
  - Energy Leadership Track (p. 355)
  - Information Technology Track (p. 360)
  - Management Track (p. 364)
  - Supply Chain Management (p. 369)
- Accounting (MSA) (p. 349)

Certificate Programs:
Partnering with the Red River Army Depot, Texas A&M University-Texarkana’s College of Business offers the following certificate program. The program provides the student a “hands on” environment where topics are presented, practiced and mastered.

- Logistics Management Certificate (p. 263)

Mathematics Teacher Certifications
- Mathematics 4-8 Math Certification (p. 229)
- Mathematics 7-12 Math Certification (p. 235)

Bachelor of Business Administration-Accounting

We express ourselves through language and accounting is the universal language of business. The accounting degree program at TAMUT prepares students for professional careers as accountants, consultants, analysts, financial planners, corporate controllers, and many more! Faculty work...
closely with students in small classroom settings. Classes are offered at a variety of times during the day and evening in an effort to accommodate our students.

**Accounting Club**
We encourage students to engage in extracurricular activities to enhance their professional and academic experiences. The TAMUT College of Business Accounting Club helps to build your networking skills and make friends at the university and in the profession. In addition to many other activities, the club meets twice a year with the Texarkana Chapter of the Texas and Arkansas Societies of CPAs.

**Degree Requirements**
Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>Major Requirements</strong></td>
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<tr>
<td>General Education Requirements (p. 55)</td>
<td>42</td>
<td></td>
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<tr>
<td><strong>Business Administration Core Courses</strong></td>
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<tr>
<td>FIN 354</td>
<td>Financial Management</td>
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<tr>
<td>GBUS 310</td>
<td>Business Communications</td>
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<td>GBUS 450</td>
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<tr>
<td>MGT 395</td>
<td>Principles of Management</td>
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<td>MGT 439</td>
<td>Business Strategy and Policy</td>
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<tr>
<td>MGT 465</td>
<td>Production and Operations Management</td>
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<tr>
<td>MIS 360</td>
<td>Essentials of Management Information Systems</td>
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<tr>
<td>MKT 363</td>
<td>Marketing</td>
<td>3</td>
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<tr>
<td>SCM 325</td>
<td>Business Statistics (EL)</td>
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<tr>
<td><strong>Accounting Major Courses</strong></td>
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<tr>
<td>ACCT 321</td>
<td>Intermediate Accounting I (EL)</td>
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<tr>
<td>ACCT 322</td>
<td>Intermediate Accounting II</td>
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<tr>
<td>ACCT 323</td>
<td>Intermediate Accounting III</td>
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</tr>
<tr>
<td>ACCT 324</td>
<td>Income Tax Accounting</td>
<td>3</td>
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<td>ACCT 421</td>
<td>Governmental Accounting</td>
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<tr>
<td>ACCT 422</td>
<td>Advanced Accounting</td>
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<tr>
<td>ACCT 424</td>
<td>Corporate Income Tax</td>
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<tr>
<td>ACCT 425</td>
<td>Cost Accounting</td>
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</tr>
<tr>
<td>ACCT 427</td>
<td>Auditing</td>
<td>3</td>
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<tr>
<td>ACCT 429</td>
<td>Accounting Systems</td>
<td>3</td>
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<tr>
<td><strong>Intro to Business Courses</strong></td>
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<tr>
<td>ACCT 2301</td>
<td>Principles of Accounting I</td>
<td>3</td>
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<tr>
<td>ACCT 2302</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 2301</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2301</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
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<tr>
<td>ECON 2302</td>
<td>Principles of Microeconomics</td>
<td>3</td>
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<tr>
<td>MATH 1342</td>
<td>Elementary Statistical Methods</td>
<td>3</td>
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<tr>
<td><strong>Minimum Hours for Degree</strong></td>
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</table>

1. Satisfies Core Curriculum
2. Accounting Majors are required to obtain a minimum grade of C or higher

Note: A minimum of 54 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.

**Undergraduate Courses in Accounting**

**ACCT 2301. Principles of Accounting I. 3 Hours.**
This is an introduction to financial accounting concepts and financial statement reporting. The focus revolves around the creation, reporting, interpretation, and analysis of accounting information. Topics include the accounting cycle and underlying concepts, techniques for preparing and analyzing financial statements, and issues in accounting for assets, liabilities, and capital budgeting. No prerequisite.
ACCT 2302. Principles of Accounting II. 3 Hours.
This course is a study of how accounting data is used by management in planning, control, and decision making to aid in achieving predetermined organizational objectives. Topics include budgetary planning, costing techniques, standard costs, compensation, and capital budgeting. Prerequisite: ACCT 2301.

ACCT 289. Independent Study in Accounting. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

ACCT 321. Intermediate Accounting I (EL). 3 Hours.
Accounting principles and procedures are essential to the preparation of financial statements. Specific topics include present value concepts, cash and receivables, and inventories. This course integrates the principles of Experiential Learning and meets the criteria for a project-based course. Prerequisite: ACCT 2301 and ACCT 2302 with grades of C or better.

ACCT 322. Intermediate Accounting II. 3 Hours.
This course is a continuation of ACCT 321 which includes such topics as inventory, fixed assets, depreciation, intangibles, liabilities, and investments. Prerequisite: ACCT 321 with a grade of C or better.

ACCT 323. Intermediate Accounting III. 3 Hours.
This course is a continuation of ACCT 322 and includes such topics as revenue recognition, deferred taxes, pensions, leases, error analysis, cash flows and full disclosure. Prerequisite: ACCT 321 with a grade of C or better.

ACCT 324. Income Tax Accounting. 3 Hours.
This course addresses current federal income tax laws with attention given to economic, social, and historic viewpoints. Major emphasis is placed on the technical and accounting aspects, including the preparation of income tax returns. Prerequisite: ACCT 2301 and ACCT 2302 with a grade of C or better.

ACCT 325. Managerial Accounting. 3 Hours.
This course explores the application in business operations of accounting information for management decision making. The course integrates topics in cost determination, data processing, economic analysis, budgeting, and management and financial control. Prerequisite: ACCT 2301 and ACCT 2302 with grades of C or better.

ACCT 421. Governmental Accounting. 3 Hours.
This class is a discussion of nonprofit accounting to include the fund entity concept used primarily for accounting and financial reporting for municipalities, hospitals, colleges and other nonprofit organizations. In addition, partnership accounting will be covered to include income distributed, dissolution and liquidation. Prerequisite: ACCT 321 with a grade of C or better.

ACCT 422. Advanced Accounting. 3 Hours.
Advanced Accounting covers the basics of preparing a consolidated income statement and balance sheet. Prerequisite: ACCT 322 and ACCT 323 with a grade of C or better.

ACCT 424. Corporate Income Tax. 3 Hours.
The course gives students a basic understanding of the U.S. Tax Code as it pertains to Subchapter C corporations, Subchapter S corporations, and the taxation of partnerships. It also gives the student a basic understanding of how to do income tax research. Prerequisite: ACCT 324 with a grade of C or better.

ACCT 425. Cost Accounting. 3 Hours.
Course covers job order and process cost systems using actual or standard costs. Additional topics include overhead analysis, joint and by-product costing and variance analysis. Prerequisite: ACCT 2301 and ACCT 2302 with a C or better.

ACCT 427. Auditing. 3 Hours.
This course examines the basic principles and practices used by public accountants and internal auditors in examining financial statements and supporting data. Prerequisite: ACCT 322 and ACCT 429 with grades of C or better.

ACCT 429. Accounting Systems. 3 Hours.
This course covers the investigation, construction and installation of accounting systems. Students will receive hands-on experience with a computerized accounting system. Prerequisite: ACCT 322 with a grade of C or better.

ACCT 438. Profitability in Supply Chain Management. 3 Hours.
The goal of this course is to give supply chain managers the tools that will assist them in assessing the effect of their decisions on the profitability of their firms. Prerequisite: ACCT 2301 and ACCT 2302 with grades of C or better.

ACCT 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

Faculty
Enoch Asare
Assistant Professor
Email:

Dr. Terry W. Bechtel
Professor
Bachelor of Science-Computer Science

A Bachelor of Science degree in Computer Science (BSCS) prepares students to excel in an increasingly complex technical world. Computer Science majors study computers, their organization, and the software that runs them. They will study algorithms for solving different real-world problems, methods of algorithm design and analysis. Computer Science majors learn programming languages, methods of software engineering, and the modern approaches to computer programming. They will study discrete mathematics, and other mathematical disciplines, which are essential for the algorithm design, modeling and solving a variety of real-world problems. With a degree in Computer Science from Texas A&M University-Texarkana, students can pursue careers in software development, database administration, computer engineering, systems analyst, computer network architect, web development, information system management, and many other computer technology careers.

Degree Requirements

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<td>MATH 2413</td>
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<tr>
<td>PHIL 1350</td>
<td>Philosophy and Ethics of Science and Technology 6</td>
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<td>PHYS 2325</td>
<td>University Physics I 6</td>
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<td>PHYS 2125</td>
<td>University Physics I Lab 6</td>
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<tr>
<td>PHYS 2326</td>
<td>University Physics II 6</td>
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<tr>
<td>PHYS 2126</td>
<td>University Physics II Lab 6</td>
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<tr>
<td>COSC 1315</td>
<td>Introduction to Computer Science</td>
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<tr>
<td>COSC 1321</td>
<td>Discrete Structures</td>
<td>3</td>
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<tr>
<td>MATH 2318</td>
<td>Linear Algebra</td>
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<td>Probability and Statistics</td>
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<tr>
<td>CS 332</td>
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<tr>
<td>CS 310</td>
<td>Analysis of Algorithms</td>
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<tr>
<td>CS 316</td>
<td>Web Design and Programming I</td>
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<tr>
<td>EE 321</td>
<td>Digital Logic</td>
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<td>EE 340</td>
<td>Computer Architecture</td>
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<td>CS 352</td>
<td>Java Programming</td>
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<td>CS 353</td>
<td>Advanced Object-Oriented Programming</td>
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<td>CS 361</td>
<td>Database Systems and Design</td>
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<td>CS 367</td>
<td>Software Engineering</td>
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<td>CS 370</td>
<td>Programming Language Design</td>
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<tr>
<td>CS 410</td>
<td>Operating Systems</td>
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<tr>
<td>CS 420</td>
<td>Computer Networks</td>
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<tr>
<td>CS 490</td>
<td>CS Senior Design I</td>
<td>3</td>
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<tr>
<td>CS 491</td>
<td>CS Senior Design II</td>
<td>3</td>
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Other Requirements

Select 15 semester credit hours from the following:

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<th>Code</th>
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<td>CS 360</td>
<td>Artificial Intelligence</td>
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<tr>
<td>CS 363</td>
<td>Neural Networks and Machine Learning</td>
<td>15</td>
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</table>
Bachelor of Science-Computer Science

CS 380  Automata Theory
CS 430  Mobile App Development
CS 465  Computer Security
CS 467  Image Processing and Computer Vision
CS 497  Special Topics
EE 317  Information Theory
EE 325  Signals and Systems
& EE 326  Signals and Systems I Lab

Minimum hours for Degree  120

6  Satisfies Core Curriculum

Note: A minimum of 54 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.

Undergraduate Courses in Computer Science

COSC 1315. Introduction to Computer Science. 3 Hours.
This course teaches the basics of MATLAB programming. The students will learn how to write MATLAB programs for electrical and computer science applications that include calculations and graphing. The course will also emphasize the documentation of programs. The course will cover concepts that will include arrays and array operations, programming techniques, plotting, and linear algebraic equations with MATLAB. It will provide an overview of MATLAB programming concepts, design, and an introduction to coding. It will focus on creating working computer programs in MATLAB. Laboratory exercises provide practice in writing programs and reinforce concepts.

COSC 1321. Discrete Structures. 3 Hours.
This course covers mathematical mechanisms, which are widely used in the computer modeling and simulations. A discrete nature of a digital computer requires considering discrete rather than continuous models. Since to solve any problem using a computer, a proper model must be developed first, discrete structures and corresponding mathematical tools are very important. Thus the following topics are considered in this course: propositional logic and its role in algorithm design and computer programming, sets and operations on sets, relations and functions, mathematical induction, modular arithmetic and its applications, particularly in encryption, graphs, trees, binary search trees, and Boolean functions.

COSC 2318. Engineering Mathematics. 3 Hours.
This course provides the basic concepts of engineering mathematics including, but not limited to, the review of college algebra, elements of linear algebra, probability and statistics, and differential equations. Prerequisite: COSC 1321.

CS 305. Data Structures. 3 Hours.
This course emphasizes the organization of information; the implementation of common data structures such as lists, stacks, queues, trees, and graphs; and techniques of data abstraction, including encapsulation and inheritance. Instructors administer mini-labs and programming assignments. Assignments will focus on the design, implementation, testing, and evaluation of various data structures. Prerequisite: CS 332.

CS 310. Analysis of Algorithms. 3 Hours.
This course introduces basic elements of the design and analysis of computer algorithms. Topics include methods of algorithms description, proving of their correctness, asymptotic notations and analysis, recursion, divide and conquer, and examples of the efficient algorithms design in signal processing. For each topic, besides in-depth coverage, students will discuss one or more representative problems and their algorithms. In addition to the design and analysis of algorithms, students must gain substantial discrete mathematics problem-solving skills essential for computer engineers. Prerequisite: COSC 1321 or MATH 2305.

CS 316. Web Design and Programming I. 3 Hours.
The course provides the student with an understanding of web page creation using HTML5, CSS, JavaScript, and Ajax. Students will learn how to create hyperlinks, headings, lists, tables, formatting, and images using HTML5 and CSS. Students also learn how to validate form, control cookies, make special effects using JavaScript, and apply Ajax technology to create user interaction. Prerequisite: COSC 1315.

CS 332. C++ Programming. 4 Hours.
This course introduces students to C++ programming language, a dominant language in the industry today. Students will be taught the fundamentals of programming. These concepts are applicable to programming in any language. Topics covered include basic principles of programming using C++, algorithmic and procedural problem solving, program design and development, basic data types, control structures, functions, arrays, pointers, and introduction to classes for programmer-defined data types. Frequent homework and lab assignments will be given during class. Prerequisite: COSC 1315.
CS 352. Java Programming. 3 Hours.
This course teaches the basics of Java programming, the foundations of object-oriented programming, and the process of building a project in a modular fashion. Java programming provides an overview of programming concepts, design, and an introduction to coding using the Java language. This course has a focus on creating working computer programs in Java. It will address fundamental concepts of analysis, design, and testing and code development. These include flowcharts, Boolean logic, control flow, data types and structures, variable arrays, functions, and pointers. This course will prepare students for focused studies in any programming language. The student will also learn how to enter, compile, link, and run a computer program using the Java language in a Windows or equivalent environment. Instructors will introduce structured programming through techniques for solving business, engineering and scientific problems. Laboratory exercises will provide practice in writing programs and will reinforce basic programming concepts, logic flow, and structured design. Prerequisite: CS 332.

CS 353. Advanced Object-Oriented Programming. 3 Hours.
This course provides an overview of advanced object-oriented programming concepts, design and to coding using the C++ language. It has a focus on creating working computer programs in Visual C++. It addresses advanced concepts of analysis, design, testing, and code development. These include but are not limited to flowcharts, Boolean logic, control flow, data types and structures, Inheritance, Polymorphism Templates, Exceptions and Operator Overloading Strings, Streams, Files and advanced Data Structures topics. This course prepares students for focused studies in gaming or other advanced programming arenas. The student learns how to enter, compile, link, and run a computer program using the C++ language in a Windows, Linux, or equivalent environment. Structured programming will be introduced through techniques designed to solve mathematical, scientific, and engineering problems. Laboratory exercises provide practice in writing programs and reinforce advanced programming concepts, logic flow, and structured design. Prerequisites: CS 332.

CS 360. Artificial Intelligence. 3 Hours.
This course will introduce the basic principles of artificial intelligence (AI) and its applications. The class will begin by discussing ways to represent knowledge about the world through logic and how to reason logically with that knowledge. The students will learn general principles of rule-based expert systems. Instructors will introduce and analyze techniques, which allow reasoning under uncertainty. Students will consider Bayesian networks and other probabilistic reasoning models. Students will observe basic principles of the learning theory and consider real world applications of AI, such as expert-based systems and natural-language representation. Prerequisite: COSC 1315.

CS 361. Database Systems and Design. 3 Hours.
This course provides the basic concepts of management of database systems. The course emphasizes understanding the various database management functions and providing database support for the organization. Topics include types of database models, database design, entity-relationship diagrams, normalization, database-management systems, administration of database security, error recovery, concurrency control, and distributed-database systems. This course focuses on the design of a database starting from the conceptual design to the implementation of a database schema and user interfaces to the database. The course is heavily design oriented. In most of the projects, students have to design and implement a database using a commercial database management system and associated development tools. Students will learn the database query language SQL and the development of applications using PL/SQL. Students use Oracle 10g (SQL, PL/SQL) and SQL Server 2005 database software in this course. Laboratory exercises provide practice in writing programs and reinforce concepts.

CS 363. Neural Networks and Machine Learning. 3 Hours.
This course provides the basic concepts of neural networks and machine learning including but not limited to biological foundations of neuronal morphology, machine learning concept and its fundamentals, basics of neural information processing, artificial neuron and its activation functions, multilayer feed forward neural networks and back propagation learning, Hopfield neural networks and associative memories, neuro-fuzzy and kernel-based networks, and support vector machines. Laboratory exercises provide experience with design and utilization neural and other machine-learning algorithms using MATLAB and solving real-world classification, prediction, and pattern recognition problems. This will help students to accomplish specified challenges as they build problem-solving skills. Prerequisite: COSC 1315.

CS 367. Software Engineering. 3 Hours.
This course will offer a wide perspective on software design, stages of software development, design of software documentation, and development including requirements analysis, technical design, estimating, programming style, testing and quality, management, and maintenance. A part of the course is a software project, which students shall design. Prerequisite: CS 332.

CS 370. Programming Language Design. 3 Hours.
This course explores the design of high-level languages, criteria for language selection, specification techniques for syntax and semantics, trends in high-level language design, and introduction to programming in LISP. Prerequisite: CS 332.

CS 380. Automata Theory. 3 Hours.
This course is a study of the basic types of abstract languages and their acceptors, the Chomsky hierarchy, solvability and recursive function theory, and application of theoretical results to practical problems. Prerequisite: COSC 1321.

CS 390. Ethics in Technology. 3 Hours.
This course examines ethical issues and moral problems that engineers, computer scientists, and information technology professionals face. This course covers issues such as moral and ethical relevance, professional responsibilities, privacy, intellectual property, risks, and liabilities. Students review case studies of ethical conflicts in work environment and resolve theoretical situations through the application of ethical codes.
CS 410. Operating Systems. 3 Hours.
This course covers the principles and concepts that govern the design of modern computer operating systems. This course covers managing computing resources such as the memory, the processor, and the input/output devices. The course also covers algorithms for CPU scheduling, memory and general resource allocation, process coordination and management, and case studies of several operating systems. Operating systems also manage the authentication, accounting, and authorization aspects in a multi-user system. Students will explore issues and limitations imposed on a computing environment by the choice of different operating systems. Prerequisite: CS 332.

CS 420. Computer Networks. 3 Hours.
Students learn the basic computer networking concepts including ISO/OSI and TCP/IP reference model for networking protocols. The topic covers network architectures, communication protocols, physical media, error control, data link control, medium access control, local area networks, network layer, congestion control, and introduction to virtual circuit and datagram network. The course will also include the case studies and lab assignments for existing networks and network architecture. Prerequisite: CS 332.

CS 430. Mobile App Development. 3 Hours.
The course provides the student with a strong foundation in Java programming and the confidence to build successful mobile applications. Students will learn how to use the basic functionalities including user input, variables, operations, decision-making controls, lists, arrays, and Web Browsers. Students also learn how to implement audio, display pictures, and create animation and graphics in Android apps. Prerequisite: CS 352 or CS 353.

CS 465. Computer Security. 3 Hours.
This course will provide a broad introduction to host-based and Internet-based computer security. Topics covered include an introduction to cryptography, authentication protocols, access control, database security, intrusion detection, malicious software such as worms and virus propagation, and techniques to secure the Internet such as firewalls, intrusion detection systems, and Web and IP security. Prerequisite: CS 332.

CS 467. Image Processing and Computer Vision. 3 Hours.
This course provides the basic concepts of image processing and computer vision including but not limited to image sensing and acquisition, visual perception, image enhancement (mostly spatial domain image enhancement, but some essential elements of the frequency domain enhancement will be considered), image filtering in spatial and frequency domain, edge detection and image segmentation, elements of morphological image processing, elements of image restoration, image understanding and recognition, elements of color image processing. Laboratory exercises provide experience with design and utilization image processing algorithms using MATLAB and solving real-world problems in medical and satellite image processing, in old images restoration and in digital photography. Students will program different algorithms and use their programs for processing real images. This will help students to accomplish specified challenges as they build problem-solving skills. Prerequisite: COSC 1315.

CS 485. Capstone in CS. 4 Hours.
The aim of the capstone project in the senior year of Computer Science majors is to familiarize them with the process of solving real-world computational problems as practiced in industry. This course requires students to develop a project based on the knowledge and skills acquired in earlier coursework and integrate their technical knowledge through practical design effort. The work can be performed as a team work or can be performed as an individual project design.

CS 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

CS 490. CS Senior Design I. 3 Hours.
This course is taken by seniors as the first part of the senior design experience in the semester before CS 491. Projects may involve the design of an algorithm, or a software and/or hardware system and topics covered may include the design process, project planning and management, and project costs, and includes aspects of ethics in computer science design, safety, environmental considerations, economic constraints, liability, manufacturing, and marketing. Projects are carried out using a team-based approach and selection of a design project to be continued in CS 491 is carried out. Written progress reports, a proposal, a final report, and oral presentations are required. Prerequisite: CS 310, CS 353, CS 367, and CS 410 or by instructor consent; open only to Computer Science majors. Prerequisite or Corequisite: CS 370.

CS 491. CS Senior Design II. 3 Hours.
Projects involving the design of a device, circuit system, process, or algorithm that have started in the previous semester will be completed. Team solution to an computer science design problem as formulated and initiated in CS 490 will continue to take place. Written progress reports, a final report, design manuals, and oral presentations are required. Prerequisite: CS 490; open only to Computer Science majors.

CS 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary. Prerequisite: Instructor permission.

CS 499. Independent Research. 1-6 Hours.
Independent research in Computer Science conducted by a student under the guidance of a faculty member of his or her choice. The student is required to maintain a research journal and submit a project report by the end of the semester and potentially make an oral presentation on the project. SCH and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: Consent of instructor.

Faculty
Dr. Michael Pelosi
Assistant Professor
Email:
Dr. Feodor Vainstein
Professor
Email: feodor.vainstein@tamut.edu

Bachelor of Science-Electrical Engineering

Electrical Engineering has changed the way people around the world lead their daily lives. This discipline is concerned with the design of circuits and devices to collect, elaborate, store, transfer and display information in electrical form. Electrical Engineering covers a diverse range of areas e.g., control systems, medical devices, personal computers and networks, high-speed telecommunications devices, multi-media entertainment, and aerospace systems. Therefore, an electrical engineer can design a broad range of devices in a wide spectrum of applications.

Electrical Engineering is a field with diverse challenges and many opportunities. Advances in the technological sector have increased the opportunities for Electrical Engineers as new electronic devices, materials and products are developed and brought to market. Increasing globalization has created new markets and new opportunities around the world, and thus an Electrical Engineer is now globally marketable. Therefore, career prospects for new graduates in Electrical Engineering are excellent. A report published by the National Science Foundation in December 2005 indicates that the national average annual salary for Electrical/Computer Engineering graduates is one of the highest at the BS degree level. A degree in Electrical Engineering is therefore an excellent stepping stone to an intellectually and financially rewarding career in design, development, or research. Electrical Engineering also opens doors to other areas of industry such as management, sales and marketing, as well as to other professions, e.g., medicine, law, and business.

Degree Requirements

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<tr>
<td>PHYS 2325</td>
<td>University Physics I¹</td>
<td>3</td>
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<td>MATH 2320</td>
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<td>MATH 2318</td>
<td>Linear Algebra</td>
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<td>EE 307</td>
<td>Probability and Random Processes</td>
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<tr>
<td>EE 2305</td>
<td>Electric Circuits I</td>
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<tr>
<td>EE 319</td>
<td>Electric Circuits II (EL)</td>
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<tr>
<td>EE 321</td>
<td>Digital Logic</td>
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<tr>
<td>EE 325</td>
<td>Signals and Systems</td>
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<tr>
<td>EE 335</td>
<td>Electronics I</td>
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<tr>
<td>EE 447</td>
<td>Electronics II</td>
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<td>EE 340</td>
<td>Computer Architecture</td>
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<td>EE 345</td>
<td>Introduction to Electromagnetic Theory</td>
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<td>EE 432</td>
<td>Control Systems</td>
<td>3</td>
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<td>EE 455</td>
<td>Digital Circuit Testing and Testability</td>
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<tr>
<td>EE 470</td>
<td>Digital Design Using Very High Speed Integrated Circuit Hardware Description Language (VHDL)</td>
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<td>EE 429</td>
<td>Basic Communication Theory</td>
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<td>EE 490</td>
<td>EE Senior Design I</td>
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<td>EE 320</td>
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<td>EE 322</td>
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<td>EE 326</td>
<td>Signals and Systems I Lab</td>
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<td>EE 336</td>
<td>Electronics Laboratory</td>
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<tr>
<td>PHYS 2125</td>
<td>University Physics I Lab</td>
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Undergraduate Courses in Electrical Engineering

**EE 2305. Electric Circuits I. 3 Hours.**
This course focuses on the fundamental concepts of engineering with special emphasis on electrical engineering. It includes the concepts of current, voltage, power and energy, Kirchhoff's current and voltage laws, resistance, capacitance, inductance, and series and parallel combinations of circuit elements. Basic techniques such as superposition, mesh current, and node voltage analysis are introduced. Time-domain analysis of first-order circuits RL, RC, and second-order RLC circuits are developed. Prerequisite: MATH 2413.

**EE 289. Independent Study. 3 Hours.**
This course provides individual instruction. Students may repeat the course when topics vary.

**EE 307. Probability and Random Processes. 3 Hours.**
This course introduces students to the fundamental principles of probability and random processes. While helping students to develop their problem-solving skills, the course strives to motivate students with practical applications from various engineering areas that demonstrate the relevance of probability theory to engineering practice. Topics covered in this course include probability theory, discrete and continuous random variables and statistical description, statistical characterization of sequence of random variables, and stationary random processes. Course is cross-listed with MATH 357. Prerequisite: MATH 357 or EE 307, and MATH 2414. (It cannot be taken concurrently.).

**EE 317. Information Theory. 3 Hours.**
This course focuses on the quantitative theory of information and its applications to compression as well as reliable communication systems. Topics include mathematical definition and properties of information, source coding theorem, lossless compression of data, optimal lossless coding, noisy communication channels, channel coding theorem, and Gaussian channel. Prerequisite: MATH 357 or EE 307, and MATH 2414.

**EE 319. Electric Circuits II (EL). 3 Hours.**
This course covers the basics of circuit analysis using the Laplace transform, capacitors and inductors, transient response, RC, RL, and RCL circuits. AC steady-state analysis, sinusoids and phasors will be emphasized. This course integrates the principles of Experiential Learning through a semester-long project of practical electrical designs. Prerequisite: MATH 2414 and EE 2305, or instructor permission.

**EE 320. Circuit Laboratory. 1 Hour.**
This course provides hands on experience with mainstream circuit technology. This shall be accomplished with a set of laboratory experiments that introduce increasingly more complex circuits and techniques. Successful completion of each lab assignment shall 1) require a written report detailing the design solution(s), 2) require the construction of one or more circuits, and 3) require a demonstration that the constructed circuits work properly. Prerequisite: must be concurrently enrolled in EE 319.

**EE 321. Digital Logic. 3 Hours.**
This course provides a detailed knowledge of Boolean algebra and its application in digital design. It provides an in-depth coverage of combinational logic circuit analysis and minimalization and design techniques. It also covers the basic concepts of sequential circuits including the use of state diagrams and state tables to represent the behavior of sequential circuits. Prerequisite: MATH 2413.
EE 322. Digital Logic Laboratory. 1 Hour.
This laboratory course consists of multiple projects that the students will complete based upon the concepts learned in EE 321. The overall aim of the course is to increase the students' depth of understanding of digital logic design and implementation. Prerequisite: EE 321.

EE 325. Signals and Systems. 3 Hours.
This course is one of the fundamental courses of Electrical Engineering, providing theoretical concepts and mathematical tools used for the design and analysis of continuous-time linear systems, as well as analog signals. Topics covered in this course include linear convolution, impulse response, Fourier series, Fourier transforms, and Laplace transform. Prerequisite: MATH 2414.

EE 326. Signals and Systems I Lab. 1 Hour.
This course provides practical concepts and software tools for the design and the analysis of both analog signals and continuous-time linear systems. It is based on exercises via computer simulation using MATLAB. The main aim is to get understanding of frequency and time domain analysis of basic signals and linear time-invariant systems employing linear convolution, impulse response, Fourier transforms, and Laplace transform. Prerequisite: MATH 2413 and EE 2305.

EE 335. Electronics I. 3 Hours.
This course covers the basics of electronic circuit design techniques as well as the operation of bipolar junction and field-effect transistors. The knowledge acquired in this course will provide students with a sufficient depth of understanding to deal with circuit design problems and to be able to understand the operation of new devices as they become available. Prerequisite: EE 2305.

EE 336. Electronics Laboratory. 1 Hour.
This laboratory course consists of multiple projects that the students will complete based upon the concepts learned in EE 335 (Electronics) class.

EE 340. Computer Architecture. 3 Hours.
This course will focus on the interaction of hardware and software in digital computers. It will discuss basic computer structure, machine instructions, assembly language, CPU organization and design, memory addressing, pipelining, input/output organization and computer arithmetic. Prerequisite: EE 321.

EE 345. Introduction to Electromagnetic Theory. 3 Hours.
This is an introductory course in engineering electromagnetics. Emphasis is placed on time-varying topics, such as transmission lines, Maxwell's equations, and plane and guided waves. The basic concepts of electromagnetic fields, including field vectors, and potentials will be covered. Prerequisite: MATH 2320 and PHYS 2326/PHYS 2126.

EE 380. Ethics in Technology. 3 Hours.
This course examines ethical issues and moral problems that engineers, computer scientists, and information technology professionals face. This course covers issues such as moral and ethical relevance, professional responsibilities, privacy, intellectual property, risks, and liabilities. Students review case studies of ethical conflicts in the work environment and resolve theoretical situations through application of ethical codes.

EE 425. Systems and Signals II. 3 Hours.
This course is a review of the relations among transient responses, systems transfer functions, and methods of specifying system performance. It will include classical and modern feedback control system analysis and design methods, such as transfer functions, state variables, stability, root locus, Bode plot, and computer analysis. Prerequisite: EE 325.

EE 429. Basic Communication Theory. 3 Hours.
This course introduces students to the fundamental principles of communication system analysis and design, providing theoretical concepts and mathematical tools used for special analysis, filtering, and transmission of analog signals. Topics covered in this course include modulation theory, effect of noise on analog communications, analog to digital conversion, and digital modulation in Additive White Gaussian Noise (AWGN) baseband channels. Prerequisite: EE 325. Prerequisite or Corequisite: ENGR 307.

EE 432. Control Systems. 3 Hours.
This course is a review of the relations among transient responses, systems transfer functions, and methods of specifying system performance. It will include classical and modern feedback control system analysis and design methods, such as transfer functions, state variables, stability, root locus, Bode plot, and computer analysis. Prerequisite: EE 325.

EE 447. Electronics II. 3 Hours.
This course covers the basic design and analysis of Electronic circuits for analog and digital applications, including oscillators, analog filters, power amplifiers, and CMOS design. Frequency response and Bode’s rules are emphasized. Prerequisite: EE 335.

EE 455. Digital Circuit Testing and Testability. 3 Hours.
The complexity of digital circuits placed on IC (Integrated Circuit) chips has significant impact on the cost of testing such chips. Testing is performed to ensure that function/performance have not been altered during fabrication. This course introduces current testing techniques for digital circuits and design strategies used to enhance their testability. Prerequisite: EE 321.

EE 465. Very-Large-Scale Integrated (VLSI) Design. 3 Hours.
This course will cover basic theory and techniques of digital FLSA (Very-Large-Scale Integrated) circuit and system design in CMOS technology. It will discuss the bottom-up as well as the top-down design approach. It will prepare students to design and analyze digital circuits and show them how these circuits are implemented on a VLSI chip. Prerequisite: EE 321.
EE 469. Wireless Communications. 3 Hours.
This course introduces students to the fundamental principles of wireless communication system analysis and design, providing theoretical concepts and mathematical tools used for transmission of analog signals. Prerequisite: EE 325.

This course instructs the students in the use of VHDL (Very High Speed Integrated Circuit Hardware Description Language) for describing the behavior of digital systems. It will also teach students the use of the VHDL language for representation of digital signals, use of IEEE standard logic package/library, design of arithmetic, combinational, and synchronous sequential circuits. Prerequisite: EE 321.

EE 473. Power Systems. 3 Hours.
This course introduces students to the fundamental principles of long-distance transmission of electric power with emphasis on admittance and impedance modeling of components and systems, and power flow studies and calculations. Prerequisite: EE 319 or concurrent enrollment.

EE 475. Capstone Design Project in Electrical Engineering. 4 Hours.
The aim of the capstone project for seniors in Electrical Engineering is to familiarize them with the process of designing electronic circuits and systems as practiced in industry. This course requires students to develop a project based on the knowledge and skills acquired in earlier coursework and integrate their technical knowledge through practical design efforts. The work is performed as a team in accordance with ABET requirements. Each team is comprised of two to three students. Prerequisite: EE 319, EE 321, EE 322, EE 325, EE 326, EE 335, EE 340, EE 390, and EE 470.

EE 489. Independent Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

EE 490. EE Senior Design I. 3 Hours.
This course is taken by seniors as the first part of the senior design experience in the semester before EE 491. Projects may involve the design of a device, circuit system, process, or algorithm and topics covered may include the design process, project planning and management, and project costs, and includes aspects of ethics in engineering design, safety, environmental considerations, economic constraints, liability, manufacturing, and marketing. Projects are carried out using a team-based approach and selection and analysis of a design project to be continued in EE 491 is carried out. Written progress reports, a proposal, a final report, and oral presentations are required. Taken in last 30 hours. Open only to Electrical Engineering majors.

EE 491. EE Senior Design II. 3 Hours.
Projects involving the design of a device, circuit system, process, or algorithm that have started in the previous semester will be completed. Team solution to an engineering design problem as formulated and initiated in EE 490 will continue to take place. Written progress reports, a final report, design manuals, and oral presentations are required. Prerequisite: EE 490; open only to Electrical Engineering majors.

EE 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

EE 499. Independent Research. 1-6 Hours.
Independent research in Electrical Engineering conducted by a student under the guidance of a faculty member of his or her choice. The student is required to maintain a research journal and submit a project report by the end of the semester and potentially make an oral presentation on the project. SCH and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: Consent of instructor.

ENGR 1201. Introduction to Engineering. 2 Hours.
This course provides an introduction to the engineering profession. Information on the different disciplines of engineering will be presented. Professional and ethical aspects of engineering are covered. An introduction to problem solving and the engineering design process with the utilization of various computer applications are covered. Various forms of technical communication are emphasized. Prerequisite or Corequisite: MATH 1314 or MATH 2413.

This course is an introduction to computer-aided drafting. Emphasis is placed on drawing setup, creating and modifying geometry, adding text and dimensions, using levels, coordinate systems, and plot/print scale. Technical drawing skills including freehand sketching, text, orthographic projection, dimensioning, sectional views, and other viewing conventions will be developed.

ENGR 2301. Engineering Mechanics I - Statics. 3 Hours.
This course covers the principles of engineering mechanics in statics including force systems, moments of inertia, vector mechanics and analysis of structures. Prerequisite: PHYS 2325.

ENGR 2302. Engineering Mechanics II - Dynamics. 3 Hours.
This course covers the principles of engineering mechanics in dynamics including Newton's laws, kinetic and potential energy, linear and angular momentum, work, impulse, and inertia properties. Prerequisite: ENGR 2301.

ENGR 2303. Principles of Engineering I: Statics and Dynamics. 3 Hours.
This course examines the unified presentation of conservation principles applied to engineering mechanics and systems in statics and dynamics. Topics include force systems, moments of inertia, vector mechanics, Newton's laws, kinetic and potential energy, linear and angular momentum, work, impulse, and inertia properties. Prerequisite: MATH 2413, PHYS 2325, and PHYS 2125.
ENGR 2305. Electric Circuits I. 3 Hours.
This course focuses on the fundamental concepts of engineering with special emphasis on electrical engineering. It includes the concepts of current, voltage, power and energy, Kirchhoff's current and voltage laws, resistance, capacitance, inductance, series, and parallel combinations of circuit elements. Basic techniques such as superposition and node voltage analysis are introduced. Prerequisite: MATH 2313, MATH 2413, or instructor permission. Prerequisite or Corequisite: PHYS 2326 or instructor permission.

ENGR 2308. Engineering Economics. 3 Hours.
Methods used for determining the comparative financial desirability of engineering alternatives. Provides the student with the basic tools required to analyze engineering alternatives in terms of their worth and cost, an essential element of engineering practice. The student is introduced to the concept of the time value of money and the methodology of basic engineering economy techniques. The course will address some aspects of sustainability and will provide the student with the background to enable them to pass the Engineering Economy portion of the Fundamentals of Engineering exam.

ENGR 307. Probability and Random Processes. 3 Hours.
This course introduces students to the fundamental principles of probability and random processes. While helping students to develop their problem-solving skills, the course strives to motivate students with practical applications from various engineering areas that demonstrate the relevance of probability theory to engineering practice. Topics covered in this course include probability theory, discrete and continuous random variables and statistical description, statistical characterization of sequence of random variables, and stationary random processes. Prerequisite: MATH 2415.

ENGR 310. Engineering and Business Technical Writing. 3 Hours.
The course gives business and engineering students the ability to communicate effectively both in person and on paper. The course focuses on how to write effective letters, reports, memos, resumes, and other professional and technical documents.

ENGR 312. Engineering and Business Ethics. 3 Hours.
This course will make science and engineering students aware of ethical issues they will face in the work environment. It will help them understand the responsibilities of scientists and engineers and prepare them to articulate and respond to ethical conflicts. Class will involve case studies, discussions, writing response papers and tests.

ENGR 315. Engineering Computations. 3 Hours.
This course covers numerical methods and their use for solving computational problems in engineering. The course is devoted to mathematical essentials and software utilization of the following numerical methods: solving nonlinear equations, solving systems of linear algebraic equations, interpolation, curve fitting, numerical differentiation, numerical integration, and optimization. Engineering applications of the numerical techniques are also considered. Prerequisite: MATH 2413 and COSC 1315.

ENGR 333. Principles of Engineering II: Thermodynamics and Fluids. 3 Hours.
This course examines theory and application of energy methods in engineering, conservation principles to investigate "traditional" thermodynamics, and internal flow fluids. Topics include the Laws of Thermodynamics, entropy, refrigeration, fluid properties, momentum, and heat transfer. Prerequisite: PHYS 2325 and PHYS 2125. Prerequisite or Corequisite: MATH 2413.

ENGR 389. Independent Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

ENGR 431. Engineering Internship I. 3 Hours.
The course provides experience in an engineering service, industrial, or research setting. The program provides engineering experience during the last two years of an undergraduate academic career. During this period, students can complete at least one semester of work consisting of a 20 hour work week. Prerequisite: Junior standing and approval of STEM Dean.

ENGR 432. Engineering Internship II. 3 Hours.
This course provides the second phase of the experience in engineering service, industrial, or research setting. The program provides engineering experience during the last two years of an undergraduate academic career. During this period students can complete at least one semester of work consisting of a 20 hour work week. Prerequisite: ENGR 431 and approval of STEM Dean.

ENGR 499. Independent Research. 1-6 Hours.
Independent research in Engineering conducted by a student under the guidance of a faculty member of his or her choice. The student is required to maintain a research journal and submit a project report by the end of the semester and potentially make an oral presentation on the project. SCH and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: Consent of instructor.

Faculty
Dr. Parag Lala
Professor
Email: parag.lala@tamut.edu

Dr. Mohamed Morsy
Associate Professor
Email: mmorsy@tamut.edu

Dr. Fawad Rauf
Associate Professor
General Business Concentration

In Business Administration, students will build a broad foundation with a multitude of business topics. This curriculum is designed to build foundational skills in such areas as business strategic planning, budgeting, forecasting, inventory management, foundations of accounting, logistics, and marketing. The students graduate with the skills to improve operating efficiencies in a wide range of businesses. Students are prepared to think critically, communicate well, and contribute immediately to a company’s bottom line. Business Administration graduates from Texas A&M University-Texarkana are hired into a wide range of businesses including service companies, financial institutions, or industrial companies. Some graduates, alternatively, choose to pursue their own businesses. Business Administration students from A&M-Texarkana offer companies that entrepreneurial mindset that many companies value.

Degree Requirements
Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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<th>Code</th>
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<tr>
<td>FIN 354</td>
<td>Financial Management</td>
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<td>Business Communications</td>
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<td>GBUS 440</td>
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<td>GBUS 450</td>
<td>Business Ethics</td>
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<td>or GBUS 452</td>
<td>Business Ethics for Non-Accounting Majors</td>
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<tr>
<td>MGT 395</td>
<td>Principles of Management</td>
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<td>MGT 439</td>
<td>Business Strategy and Policy</td>
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<td>MGT 465</td>
<td>Production and Operations Management</td>
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<td>MIS 360</td>
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Other Requirements-Business Introductory courses

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<tr>
<td>ACCT 2301</td>
<td>Principles of Accounting I</td>
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<td>ACCT 2302</td>
<td>Principles of Accounting II</td>
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<td>BUSI 2301</td>
<td>Business Law</td>
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<td>ECON 2301</td>
<td>Principles of Macroeconomics</td>
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<td>ECON 2302</td>
<td>Principles of Microeconomics</td>
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<td>MATH 1342</td>
<td>Elementary Statistical Methods</td>
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BBA Secondary Core

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<td></td>
<td>18sch upper division Business Electives</td>
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</table>

Minimum Hours for Degree

| Minimum Hours for Degree | 120 |

Note: A minimum of 54 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.

Undergraduate Courses in Business Administration

ACCT 2301. Principles of Accounting I. 3 Hours.

This is an introduction to financial accounting concepts and financial statement reporting. The focus revolves around the creation, reporting, interpretation, and analysis of accounting information. Topics include the accounting cycle and underlying concepts, techniques for preparing and analyzing financial statements, and issues in accounting for assets, liabilities, and capital budgeting. No prerequisite.
ACCT 2302. Principles of Accounting II. 3 Hours.
This course is a study of how accounting data is used by management in planning, control, and decision making to aid in achieving predetermined organizational objectives. Topics include budgetary planning, costing techniques, standard costs, compensation, and capital budgeting. Prerequisite: ACCT 2301.

ACCT 289. Independent Study in Accounting. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

ACCT 321. Intermediate Accounting I (EL). 3 Hours.
Accounting principles and procedures are essential to the preparation of financial statements. Specific topics include present value concepts, cash and receivables, and inventories. This course integrates the principles of Experiential Learning and meets the criteria for a project-based course. Prerequisite: ACCT 2301 and ACCT 2302 with grades of C or better.

ACCT 322. Intermediate Accounting II. 3 Hours.
This course is a continuation of ACCT 321 which includes such topics as inventory, fixed assets, depreciation, intangibles, liabilities, and investments. Prerequisite: ACCT 321 with a grade of C or better.

ACCT 323. Intermediate Accounting III. 3 Hours.
This course is a continuation of ACCT 322 and includes such topics as revenue recognition, deferred taxes, pensions, leases, error analysis, cash flows and full disclosure. Prerequisite: ACCT 321 with a grade of C or better.

ACCT 324. Income Tax Accounting. 3 Hours.
This course addresses current federal income tax laws with attention given to economic, social, and historic viewpoints. Major emphasis is placed on the technical and accounting aspects, including the preparation of income tax returns. Prerequisite: ACCT 2301 and ACCT 2302 with a grade of C or better.

ACCT 325. Managerial Accounting. 3 Hours.
This course explores the application in business operations of accounting information for management decision making. The course integrates topics in cost determination, data processing, economic analysis, budgeting, and management and financial control. Prerequisite: ACCT 2301 and ACCT 2302 with grades of C or better.

ACCT 421. Governmental Accounting. 3 Hours.
This class is a discussion of nonprofit accounting to include the fund entity concept used primarily for accounting and financial reporting for municipalities, hospitals, colleges and other nonprofit organizations. In addition, partnership accounting will be covered to include income distributed, dissolution and liquidation. Prerequisite: ACCT 321 with a grade of C or better.

ACCT 422. Advanced Accounting. 3 Hours.
Advanced Accounting covers the basics of preparing a consolidated income statement and balance sheet. Prerequisite: ACCT 322 and ACCT 323 with a grade of C or better.

ACCT 424. Corporate Income Tax. 3 Hours.
The course gives students a basic understanding of the U.S. Tax Code as it pertains to Subchapter C corporations, Subchapter S corporations, and the taxation of partnerships. It also gives the student a basic understanding of how to do income tax research. Prerequisite: ACCT 324 with a grade of C or better.

ACCT 425. Cost Accounting. 3 Hours.
Course covers job order and process cost systems using actual or standard costs. Additional topics include overhead analysis, joint and by-product costing and variance analysis. Prerequisite: ACCT 2301 and ACCT 2302 with grades of C or better.

ACCT 427. Auditing. 3 Hours.
This course examines the basic principles and practices used by public accountants and internal auditors in examining financial statements and supporting data. Prerequisite: ACCT 322 and ACCT 429 with grades of C or better.

ACCT 429. Accounting Systems. 3 Hours.
This course covers the investigation, construction and installation of accounting systems. Students will receive hands-on experience with a computerized accounting system. Prerequisite: ACCT 322 with a grade of C or better.

ACCT 438. Profitability in Supply Chain Management. 3 Hours.
The goal of this course is to give supply chain managers the tools that will assist them in assessing the effect of their decisions on the profitability of their firms. Prerequisite: ACCT 2301 and ACCT 2302 with grades of C or better.

ACCT 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

BCIS 1305. Business Computer Applications. 3 Hours.
This course affords students hands-on experience utilizing Microsoft Office to address business concerns. Specifically, Word, Excel, Access, and Power Point applications are addressed through instruction, lab assignments, and presentations. This course should be taken during the first year of enrollment.

BUSI 1301. Introduction to Business. 3 Hours.
Open to non-business majors, this course introduces areas of accounting, computer information systems, economics, finance, marketing, management, and production. It furnishes an overview of subjects covered in more depth in more specialized business and economic courses.
BUSI 2101. Introduction to Leadership Principles. 1 Hour.
Leading organizations in a contemporary business climate is increasingly complex. The evolution of the global market place and the economic challenges associated with instant access to electronic information and how that has altered traditional leadership thinking will be explored. This course focuses on the complexity of twenty-first century organizations and the application of leadership in this environment. (1 SCH).

BUSI 2102. Building Trust: The Heart of Leadership. 1 Hour.
High trust organizations thrive in all economic environments but thrive exceptionally well in tough economic times as a result of increased efficiency and speed. Highly successful organizations characteristically have leaders who are able to build a "high trust" environment and continually work to develop and maintain that "high trust" work place. This course will explore the characteristics of leaders that are capable of building these "high trust" organizations. (1 SCH).

BUSI 2103. Communication: Written & Oral. 1 Hour.
This course provides students with the skills necessary for public speaking and business writing in a professional environment.

BUSI 2104. Clarifying Purpose: Defining the Core Mission. 1 Hour.
Surveys of companies and organizations throughout the United States show an alarming trend indicating only a limited number of their employees are able to clearly define the Core Mission of the business. Without this clarity of purpose employees often fail to embrace the very reason for their employment. For an employee's work to be meaningful, and to recruit and retain the best and the brightest, organizations/companies must find new ways to cascade an understanding of the core mission throughout the organization. (1 SCH).

BUSI 2105. Aligning Systems: Moving from Planning to Execution. 1 Hour.
The leader's skill to link the three core processes of people, strategy, and operations into an aligned model or system that will ensure timely execution may be one of the best predictors of success for companies and organizations in the 21st century. Lagging indicators like capital resources and inventory are no longer primary predictors of future success when "just in time delivery" of the product most immediately desired by the customer is so rapidly becoming the norming benchmark for profitability. Those leaders, who have mastered the ability to create and architecture of execution, and then lead and improve that execution model every day, have proven to be some of the most elusive talent in today's fast paced society. Topics include: what is a "system"; aligning to meet the highest priority; matching goals to outcomes; communicating what is "wildly" important; enabling people to give their best; acting on "lead measures"; core work processes; creating a culture and rhythm of accountability; creating and implementing a compelling scoreboard; and utilizing failure to improve.

BUSI 2106. Time Management/Effective Decision Making. 1 Hour.
This course presents the concepts of time management as they relate to effective decision making.

BUSI 2107. Written Communication for Leaders. 1 Hour.
This course provides students with the skills necessary for business writing in a professional environment.

BUSI 2108. Verbal Communication for Leaders. 1 Hour.
This course provides students with the skills necessary for public speaking in a professional environment.

BUSI 2109. Strengths Based Leadership. 1 Hour.
The ground breaking research of Donald Clifton on the leadership and management of employees via a "strengths based" model will serve as a foundation to explore how to lead people through their strengths. Topics include: a historical perspective of the most widely accepted model of the management; the research base for Clifton's "strengths based leadership" and an overview of a "strengths based thinking" model.

BUSI 2301. Business Law. 3 Hours.
The purpose of this course is to expose the student to a broad range of legal concepts encountered in business environments, including torts, contracts real and personal property, sales transactions, commercial paper, negotiable instruments, agency, employer-employee relationships, business entities, insurance, landlord-tenant relationships, wills, trusts and inheritances. This course integrates the principles of Experiential Learning and meets the criteria for a project-based course.

ECON 2301. Principles of Macroeconomics. 3 Hours.
This course examines the economic behavior of the aggregate U.S. economy. Major topics include fundamental macroeconomic principles, national employment, prices, economic growth, business cycles, and monetary and fiscal stabilization.

ECON 2302. Principles of Microeconomics. 3 Hours.
An introduction to the concepts and tools of microeconomic analysis. Major topics include fundamental microeconomic principles, price theory including supply and demand and marginal analysis, factors of production, costs of production, the demand for resources, industry structure, and the role of government.

FIN 325. Money, Banking, and Financial Markets. 3 Hours.
This course is a study of the American banking system, in particular the Federal Reserve System and the tools it uses to control the economy. It is also a study of the theories of fiscal and monetary policy. Prerequisite: ECON 2301 and ECON 2302.

FIN 354. Financial Management. 3 Hours.
The organization, the instruments, and the methods of financing corporations with reference primarily to the effects on the corporation and its stockholders will be covered. Prerequisite: ACCT 2301 or ACCT 2302 with a C or better.

FIN 464. Principles of Investments. 3 Hours.
This is an introduction to the basic principles of investing, which includes the study of the behavior of securities markets mechanics of stock analysis and investing, decision making techniques, and risk. Prerequisite: FIN 354 with a C or better.
FIN 470. International Finance. 3 Hours.
This course is a study of the institutions and relationships of the international financial system as it relates to the balance of payments, foreign exchange risk, arbitrage, political risk, foreign investment and operations, global banking, and international finance resources. Prerequisite: FIN 354 with a C or better.

FIN 474. Intermediate Financial Management. 3 Hours.
This is an advanced analysis of the sources and uses of funds by corporations. Emphasis is on security valuation techniques, long-term investment decisions, capital structure decisions, and dividend policy. Prerequisite: FIN 354 with a C or better.

FIN 484. Financial Institutions Management. 3 Hours.
This course examines the practices and instruments of institutions comprising finance, industry, portfolio investment policies, legal controls, growth developments, and management practices of financial institutions (particularly banks). Prerequisite: FIN 354 with a C or better.

FIN 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

FIN 494. Security Analysis and Portfolio Management. 3 Hours.
This course is an advanced evaluation of investment securities of both private and public institutions through external analysis of financial statements and economic conditions, risk and return analysis, and portfolio selection. Prerequisite: FIN 464.

FIN 496. Financial Derivatives. 3 Hours.
This course provides students an understanding of financial derivative instruments and their applications to risk management and business strategy. A distinction is made between using derivatives to manage risk and using them for speculation. The basic mathematical tools necessary for analysis, design, pricing, and implementation of derivatives in a managerial context are presented including forward, future, option, and swap contracts, hedging, arbitrage, and derivatives-pricing models. Prerequisite: FIN 474.

GBUS 300. Economic Development and the Global Economy. 1 Hour.
This course will provide an introduction and basic understanding of the global economy and its impact on the world of economic development. The theoretical aspects include economics, capitalism, innovation, strategies and value issues. The practical aspects include market analysis, writing business plans, selecting the most beneficial entity, team development, capitalization, team member selection and legal and ethical issues.

GBUS 301. Strategic Planning and Development. 1 Hour.
This course presents the concepts of strategic planning considering its nature, scope, elements, development and the steps in the strategic planning process. (1 sch).

GBUS 302. Implementing the Leadership Action Plan. 1 Hour.
This course is designed to assist each individual student to identify their unique strengths as a leader or potential leader. To facilitate the development of a personalized student growth plan the Gallup Strengths Finder 2.0 has been chosen for administration to each student. Following the initial class meeting; students will read the text Strengths Based Leadership and execute the online Strengths Finder 2.0 evaluation.

GBUS 310. Business Communications. 3 Hours.
This course presents communication as a critical component for success in the workplace. In this class, students will develop a foundation for designing effective messages, both written and oral, from concept to delivery. Students will use a strategic communication model to identify objectives, analyze audiences, choose information, and create the most effective arrangement and channel for that message. Particularly, the course emphasizes elements of persuasive communication: how to design messages for diverse and possibly resistant audiences and how to present that information in a credible and convincing way. Students will practice drafting and editing clear, precise, and readable written business documents. Students will develop and deliver an individual presentation, using appropriate and effective visual support, in which they present a persuasive argument that demonstrates relevance and benefits to an audience at different levels of expertise. Students will also learn and practice skills in low structure presentations, managing meetings, dealing with conflict, and leveraging the power of diversity, at both the individual and cultural level.

GBUS 430. The Culture of Mexico. 3 Hours.
Via a trip to Mexico City, this course provides an interdisciplinary business background for understanding the growing commercial and economic interdependence among nations and specifically as related to the major trading partner of the United States, the country of Mexico. Course content focuses on 1) the impact of culture on the Mexican citizens; 2) differences in U.S. and Mexican cultures; 3) how Mexican culture affects its attitude towards its neighbors; and 4) the structure of the Mexican population by ethnic groups and how this affects the culture. Prerequisite: Course requires travel outside of the United States.

GBUS 435. The Economy of Mexico. 3 Hours.
Via a trip to Mexico City, this course provides an interdisciplinary business background for understanding the growing commercial and economic interdependence among nations and specifically as related to the major trading partner of the United States, the country of Mexico. Course content focuses on 1) the economic structure of the Mexican economy; 2) the role of exports; 3) major international trading partners; 4) growth of the economy by sectors; 5) why illegal aliens cross the U.S. borders and the impact on the economy and psyche of the people, including the government. Prerequisite: Course requires travel outside of the United States.

GBUS 440. International Business. 3 Hours.
This course is designed to allow students to explore problems and challenges in international business. Students are given the opportunity to visit with representatives of various international companies during a field trip.
GBUS 450. Business Ethics. 3 Hours.
This course is a study of ethical problems in business and the foundation for decisions involving ethical issues. Topics include ethical concepts, personal integrity, individual conscience and company loyalty and responsibility conflicts, as they impact on the decision process in the functional areas of business.

GBUS 452. Business Ethics for Non-Accounting Majors. 3 Hours.
This course is a study of ethical problems in business and foundations for decisions involving ethical issues. Topics include ethical concepts, personal integrity, individual conscience, and company loyalty and responsibility conflicts as they impact on the decision making process in the functional areas of business.

GBUS 456. Social, Political and Legal Environment. 3 Hours.
The study of the social, political, and legal environments in which organizations must operate, this course places special emphasis on legal institutions, their impact upon the operation and performance of business and government, and ethical standards and their effect upon business and government.

GBUS 470. Internship in Business. 3 Hours.
This is a directed internship that provides business students with the applications of business related knowledge in an organization. The student receives hands-on experience under the joint guidance of a professional from an organization and a faculty supervisor. May repeat for additional 3 hours. Prerequisite: Consent of instructor.

GBUS 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

GBUS 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

MGT 2330. Industrial Project Management. 3 Hours.
This course provides an introduction to the Critical Path Method and Program Evaluation and Review Technique. The course covers project planning and control methods; activity sequencing; time-cost trade-offs; allocation of manpower and equipment resources; scheduling activities; and computer analysis for PERT/CPM with emphasis on MS Project. Development of work breakdown structures, analysis of case studies, development resource relationship worksheets and the study of real-life project issues will be utilized as homework and as hands-on exercises.

MGT 300. Personnel Management Evaluation and Development. 1 Hour.
This course is designed to provide a foundation in the psychology of strength development, as well as, an understanding of how "quality" products and/or services are directly linked to the management of personnel through a lead-management model. Students will be introduced to actual conversational techniques and strategies that will empower the worker and the supervisor. Students will be directly involved in hands on practice of these techniques.

MGT 301. Personnel Management: Cultural Change and Innovation. 1 Hour.
This course focuses on providing an understanding of the skills necessary to achieve organizational change through innovation and cultural diversity. Topics include workplace diversity and diversity management, organizational culture, the nine GLOBE cultural dimensions, generational differences in organizations, and other related topics determined appropriate for employees and employers.

MGT 320. Supply Chain Management. 3 Hours.
This class discusses management of the supply and purchasing functions. This course explores how to determine price, quality assurance, selection of suppliers, negotiation, supplier consultation and training, and the legal and environmental aspects of purchasing and supply.

MGT 321. Organizational Behavior. 3 Hours.
This class examines the study of human behavior in complex organizations with emphasis on individual, small group, and inter-group behavior and how it affects and is affected by the organization in pursuit of organizational goals.

MGT 325. Business Statistics. 3 Hours.
This course introduces students to statistical methods used in addressing real world business problems. Topics covered include sampling distributions, confidence intervals, hypothesis testing, simple regression, and multiple regression. Appropriate computer resources will be used. Prerequisite: MATH 1342.

MGT 326. Labor Relations. 3 Hours.
This course discusses labor in the United States with emphasis on the historical development of unionism labor legislation, union structure, bargaining issues, contract negotiations and administration, and labor-management relations.

MGT 330. Logistics Management. 3 Hours.
This course explores concepts and systems designed to facilitate and control the movement of materials and parts through the procurement, production and distribution processes until they reach the final user. Topics include transportation, inventory control, materials handling, warehousing, customer service, order processing, planning and control.

MGT 366. Topics in Organizational Leadership. 3 Hours.
Leading organizations in a contemporary business climate is increasingly complex. This course focuses on the complexity of today’s organization and the application of leadership in this environment. An important component of this class is the guest lecturers delivered by local organizational leaders. Prerequisite: Sophomore standing and MGT 395.
MGT 395. Principles of Management. 3 Hours.
This class is a study of management principles that apply to all types of business organizations with special emphasis on planning, organizing, staffing, and controlling.

MGT 438. Compensation Management. 3 Hours.
This course is a study of the total compensation management systems. Financial considerations are emphasized including the environment of the employer organization, organizational policies, job analysis, job evaluation and employee performance and appraisal. Non-financial compensation components are studied from the viewpoint of the work environment and job design. Prerequisite: MGT 395.

MGT 439. Business Strategy and Policy. 3 Hours.
In this capstone course students apply and integrate prior knowledge, i.e., accounting, finance, management, marketing, and economics. It also focuses upon the strategic process: the systematic analysis of changing conditions and the adapting of goals, strategies, and policies to meet organizational opportunities and threats. Prerequisite: ACCT 325, FIN 354, MGT 395, MKT 363, and senior standing business major.

MGT 444. Field Experience in Business. 3 Hours.
Working with a business on a consulting basis, students identify and analyze problem area(s) while gaining experience in business problem solving and project management. Students are expected to define the project and utilize appropriate methodology. At the conclusion a formally written report is prepared and an oral presentation is made to the business owner. Prerequisite: MGT 395 and Senior standing.

MGT 446. Entrepreneurship. 3 Hours.
This class is an examination of the characteristics of a successful entrepreneur as a person who has the need to build and create something new. Emphasis is on the application of entrepreneurship to small businesses, new ventures, established businesses and franchises. Prerequisite: MGT 395.

MGT 465. Production and Operations Management. 3 Hours.
This class is an introduction to the problems and practices involved in the manufacturing and service industry. Topics include production and operations strategies, facilities location and layout, production planning and scheduling, inventory management and quality control. Prerequisite: MGT 395.

MGT 475. Management Science. 3 Hours.
This course is a survey of modern quantitative techniques in business decision-making. The application of both deterministic and probabilistic models is included. Prerequisite: MATH 1342.

MGT 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

MGT 495. Human Resource Management. 3 Hours.
This course explores the principles, policies, and practices currently related to the organization and administration of a human resource management department; employment, promotion, and retirement; comparative analysis of such human resource practices as performance evaluation instruments, job evaluation, safety and welfare programs. Prerequisite: MGT 395.

MGT 498. Human Resource Selection. 3 Hours.
Selection is the process of collecting and evaluating information about an individual in order to extend an offer of employment. Such employment could be either a first position for a new employee or a different position for a current employee. The selection process is performed under legal and environmental constraints and addresses the future interests of the organization and of the individual. Prerequisite: MGT 495.

MIS 302. Enterprise Resource Planning. 3 Hours.
This course provides an overview of enterprise systems and supply chain business processes, and introduces students to how enterprise systems are used to manage supply chains and make effective business decisions.

MIS 305. Electronic Commerce. 3 Hours.
This course is a study of the practices and methods used in implementing electronic commerce business solutions. Topics will include logistics and support activities, electronic data interchange, electronic supply chain management, and implementation issues. The auction process and web auction strategies will be discussed. Prerequisite: MIS 360.

MIS 308. Project Management. 3 Hours.
This class is a study of the practices and methods used in managing projects. Project elements such as scheduling, organizing, implementing, control, and assessment will be discussed. The course focuses on using project management techniques appropriate for information systems projects.

MIS 310. Mobile Application Development. 3 Hours.
This course will introduce students to application development for mobile devices. Students will learn about implementation, software design, and user-interaction design on the mobile computing platform. Students will also learn about concepts at the core of modern mobile computing, such as software and data distribution models and location awareness. The course focuses on using the iPhone OS as the development platform, but the concepts covered in the course apply to all mobile computing platforms. Students will be introduced to the swift programming language, the XCode programming environment, and the iPhone SDK and APIs.

MIS 360. Essentials of Management Information Systems. 3 Hours.
This course explores concepts of information systems management. Emphasis is placed on the theory and practice related to the development and operation of information systems in organizations. The course should be taken during the first year of enrollment.
MIS 362. Systems Analysis and Design. 3 Hours.
This is the study of the methodology for analysis and design of a business information system. Emphasis will be on critical analysis of existing systems and design of computer based systems. An actual systems analysis is required.

MIS 430. Website Development. 3 Hours.
Students utilize coding and Web development tools to create inter-linked Web pages.

MIS 450. Principles of Management Information Security. 3 Hours.
This course addresses aspects of information security. Topics include implications of databases, telecommunication systems, risk assessment, security policies, remote connections, authentication and prevention systems, foundations of cryptography, physical security issues, and appropriate counter measures. Reading and cases are used to increase depth of content and analytical perspective concerning law and ethics. Prerequisite: MIS 360.

MIS 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

MKT 300. Marketing the Organization. 1 Hour.
This course presents the concepts of marketing as it relates to organizations considering its nature, scope, elements, development, and the steps in the marketing planning process.

MKT 363. Marketing. 3 Hours.
This is an introductory course in marketing presenting the basic components of marketing including product promotion, pricing, and distribution of goods and services with a set of controllable and non-controllable environmental forces.

MKT 366. Marketing Promotion. 3 Hours.
This course is an analysis of the promotion networks of business firms to external publics. Emphasis is on enabling the student to appraise their effectiveness as marketing tools and their social and economic significance. Prerequisite: MKT 363.

MKT 416. International Marketing. 3 Hours.
Students survey the economic, cultural, and political-legal environments in which international marketing takes place, and examine marketing functions and their adaptations to those environments.

MKT 436. Marketing Research. 3 Hours.
Techniques of marketing research, research design, analysis and interpretation of marketing data, questionnaire building, and sampling methods are covered in this course. Emphasis is given to selected applications of marketing research. Prerequisite: MKT 363.

MKT 445. Retailing (EL). 3 Hours.
A study of managerial principles and practices of retail operations. This course covers store locations and layout, buying, pricing, promotion, services, and inventory control. This course integrates the principles of Experiential Learning and meets the criteria for field-work.

MKT 465. Sales Management. 3 Hours.
Policies, operation, coordination and control of marketing activities, with special emphasis on the selection and direction of sales personnel, are covered in this course.

MKT 467. Consumer Behavior. 3 Hours.
Students will examine the development of an accurate and comprehensive understanding of the consumer buying process and the important psychological variables that influence that process. Prerequisite: MKT 363.

MKT 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

Faculty
Dr. Gary L. Stading
Dean-College of Business
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Dr. Terry W. Bechtel
Professor
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Dr. George M. Boger
Associate Professor
Email: george.boger@tamut.edu

Dr. Joan M. Brumm
Professor
Email: joan.brumm@tamut.edu

Dr. Larry Davis
Professor
Bachelor of Business Administration—Finance Concentration

Finance is an exciting and rewarding path of study in which students learn about the time value of money and how to make money grow over a period of time for their companies, for themselves, or for their future clients. Students will also learn about investment options and how to evaluate and incorporate risk into financial decisions. These are just a few of the concepts that our Texas A&M University—Texarkana College of Business students in finance have the opportunity to learn and then subsequently return in value to their future clients and customers. The finance concentration offers many career options for students interested in this area. Opportunities include jobs in banking, individual financial management, and industrial financial management, along with many others. These jobs help people and companies manage stock and bond portfolios, whether it’s to save for personal reasons or to grow their business.

Degree Requirements
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<thead>
<tr>
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<tr>
<td>FIN 354</td>
<td>Financial Management</td>
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<tr>
<td>GBUS 310</td>
<td>Business Communications</td>
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<td>GBUS 440</td>
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General Education Requirements (p. 55)
or GBUS 452 Business Ethics for Non-Accounting Majors

MGT 395 Principles of Management
MGT 439 Business Strategy and Policy
MGT 465 Production and Operations Management
MIS 360 Essentials of Management Information Systems
MKT 363 Marketing
SCM 325 Business Statistics (EL)

Finance Concentration
FIN 464 Principles of Investments
FIN 470 International Finance
FIN 474 Intermediate Financial Management
FIN 484 Financial Institutions Management

Other Requirements-Business Introductory courses
ACCT 2301 Principles of Accounting I 1
ACCT 2302 Principles of Accounting II 1
BUSI 2301 Business Law
ECON 2301 Principles of Macroeconomics 2
ECON 2302 Principles of Microeconomics 2
MATH 1342 Elementary Statistical Methods

BBA Secondary Core
18 sch upper division Business Electives 3

Minimum Hours for Degree
120

1 minimum grade of C or higher is required
2 Satisfies Core Curriculum
3 Upper Division Business Electives include 300 & 400 level courses from Accounting, General Business, Finance, Management, Management Information Systems, Marketing & Supply Chain Management

Note: A minimum of 54 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.

Undergraduate Courses in Finance

FIN 325. Money, Banking, and Financial Markets. 3 Hours.
This course is a study of the American banking system, in particular the Federal Reserve System and the tools it uses to control the economy. It is also a study of the theories of fiscal and monetary policy. Prerequisite: ECON 2301 and ECON 2302.

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Faculty  
Dr. James Nguyen  
Professor  
Email: james.nguyen@tamut.edu  

Dr. Richard Parsons  
Associate Professor  
Email: richard.parsons@tamut.edu  

Logistics Management Certificate  
The certificate in Logistics Management is offered through Texas A&M University-Texarkana's partnership with Red River Army Depot and is designed to allow students to gain a broad-based perspective of logistics to aid them in achieving optimal results in the competitive and demanding environment of Logistics Management. Students who take all classes will receive 12 semester credit hours of credit.

Faculty Contact: Dr. David Reavis (903) 223-3190; david.reavis@tamut.edu

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<thead>
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<th>Code</th>
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<tr>
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<td>Supply Chain Management</td>
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<td>MGT 330</td>
<td>Logistics Management</td>
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<td>MGT 395</td>
<td>Principles of Management</td>
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<td>MGT 465</td>
<td>Production and Operations Management</td>
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<td><strong>Total Hours</strong></td>
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Program Learning Outcomes  
Upon successful completion of this program, the student will be able to:  
- Describe the concept of management and the relevant management processes.  
- Distinguish between the foundations of planning and decision making.  
- Recall basic organizational designs and current issues in Human Resource management.  
- Identify the effective use of work teams and individual/group behavior.  
- Recognize effective communication and interpersonal skills in organizations.  
- Assess theoretical leadership theories within the scope of actual practice and a changing environment.

Bachelors of Business Administration - Management Concentration  
The Management concentration focuses on developing students' leadership skills. Students learn how to build strategic plans, align resources to run businesses, apply business law, and make businesses profitable. The critical skills of managing a business are taught and developed within the student to give them the confidence to lead people through the competitive landscape demanded in today's business world.

In the Texas A&M University-Texarkana College of Business, Engineering, and Technology, we take great pride in educating and graduating the future business leaders of our world, who leave our campus with the skills and qualities sought by employers throughout the global marketplace.

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<td></td>
<td>General Education Requirements (p. 55)</td>
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This course is designed to provide a foundation in the psychology of strength development, as well as, an understanding of how “quality” products and/or services are directly linked to the management of personnel through a lead-management model. Students will be introduced to actual conversational techniques and strategies that will empower the worker and the supervisor. Students will be directly involved in hands-on practice of these techniques.

**MGT 301. Personnel Management: Cultural Change and Innovation. 1 Hour.**
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This class is a study of management principles that apply to all types of business organizations with special emphasis on planning, organizing, staffing, and controlling.

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This course provides individual instruction. Students may repeat the course when topics vary.

MGT 495. Human Resource Management. 3 Hours.
This course explores the principles, policies, and practices currently related to the organization and administration of a human resource management department; employment, promotion, and retirement; comparative analysis of such human resource practices as performance evaluation instruments, job evaluation, safety and welfare programs. Prerequisite: MGT 395.

MGT 498. Human Resource Selection. 3 Hours.
Selection is the process of collecting and evaluating information about an individual in order to extend an offer of employment. Such employment could be either a first position for a new employee or a different position for a current employee. The selection process is performed under legal and environmental constraints and addresses the future interests of the organization and of the individual. Prerequisite: MGT 495.

Faculty
Dr. George M. Boger
Associate Professor
Email: george.boger@tamut.edu
Bachelors of Business Administration-Management Information Systems Concentration

The Management Information Systems (MIS) concentration prepares our students to maximize the utilization of systems in the business world. As the world business community goes more cyber, updated systems skills are needed to maximize the profitability of the business. College of Business students in the Management Information Systems concentration at Texas A&M University-Texarkana learn foundational information systems skills that employers will capitalize upon to improve their business operations. Students learn project management skills that are demanded of the skilled MIS professional in the business community. Students learn the fundamentals of designing security in web based business systems. Students explore the foundations of data mining and analysis, providing optimal information to management teams. In addition, College of Business MIS students learn how to use this information to enhance their critical thinking skills, to communicate findings to stakeholders, and to draw sound conclusions from the data extracted. MIS graduates from the College of Business find opportunities for employment in many areas including banking and financial institutions, industrial companies, and service companies. The skills gained by A&M-Texarkana business graduates provide a sustained competitive advantage for companies, both locally and in the global marketplace.

Degree Requirements
Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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<tr>
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<tr>
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<td>Financial Management</td>
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<tr>
<td>GBUS 310</td>
<td>Business Communications</td>
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<tr>
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<tr>
<td>Management Information Systems Concentration</td>
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<tr>
<td>MIS 362</td>
<td>Systems Analysis and Design</td>
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<td>MIS 450</td>
<td>Principles of Management Information Security</td>
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</table>
MIS 310  Mobile Application Development
MIS 361

Other Requirements-Business Introductory courses
ACCT 2301  Principles of Accounting I 1  3
ACCT 2302  Principles of Accounting II 1  3
BUSI 2301  Business Law  3
ECON 2301  Principles of Macroeconomics 2  3
ECON 2302  Principles of Microeconomics 2  3
MATH 1342  Elementary Statistical Methods  3

BBA Secondary Core
18sch upper division Business Electives 3  18

Minimum Hours for Degree  120

1 minimum grade of C or higher is required
2 Satisfies Core Curriculum
3 Upper Division Business Electives include 300 & 400 level courses from Accounting, General Business, Finance, Management, Management Information Systems, Marketing & Supply Chain Management

Note: A minimum of 54 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.

Undergraduate Courses in Management Information Systems

MIS 302. Enterprise Resource Planning. 3 Hours.
This course provides an overview of enterprise systems and supply chain business processes, and introduces students to how enterprise systems are used to manage supply chains and make effective business decisions.

MIS 305. Electronic Commerce. 3 Hours.
This course is a study of the practices and methods used in implementing electronic commerce business solutions. Topics will include logistics and support activities, electronic data interchange, electronic supply chain management, and implementation issues. The auction process and web auction strategies will be discussed. Prerequisite: MIS 360.

MIS 308. Project Management. 3 Hours.
This class is a study of the practices and methods used in managing projects. Project elements such as scheduling, organizing, implementing, control, and assessment will be discussed. The course focuses on using project management techniques appropriate for information systems projects.

MIS 310. Mobile Application Development. 3 Hours.
This course will introduce students to application development for mobile devices. Students will learn about implementation, software design, and user-interaction design on the mobile computing platform. Students will also learn about concepts at the core of modern mobile computing, such as software and data distribution models and location awareness. The course focuses on using the iPhone OS as the development platform, but the concepts covered in the course apply to all mobile computing platforms. Students will be introduced to the swift programming language, the XCode programming environment, and the iPhone SDK and APIs.

MIS 360. Essentials of Management Information Systems. 3 Hours.
This course explores concepts of information systems management. Emphasis is placed on the theory and practice related to the development and operation of information systems in organizations. The course should be taken during the first year of enrollment.

MIS 362. Systems Analysis and Design. 3 Hours.
This is the study of the methodology for analysis and design of a business information system. Emphasis will be on critical analysis of existing systems and design of computer based systems. An actual systems analysis is required.

MIS 430. Website Development. 3 Hours.
Students utilize coding and Web development tools to create inter-linked Web pages.

MIS 450. Principles of Management Information Security. 3 Hours.
This course addresses aspects of information security. Topics include implications of databases, telecommunication systems, risk assessment, security policies, remote connections, authentication and prevention systems, foundations of cryptography, physical security issues, and appropriate counter measures. Reading and cases are used to increase depth of content and analytical perspective concerning law and ethics. Prerequisite: MIS 360.

MIS 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.
Faculty
Dr. Vikram Bhadauria
Assistant Professor
Email: vbhadauria@tamut.edu

Dr. Yusun Jung
Assistant Professor
Email:

Dr. David Reavis
Professor
Email: david.reavis@tamut.edu

Bachelors of Business Administration-Marketing Concentration

Marketers are involved in the design, pricing, promotion, and distribution of services and goods. To do these things, a marketer must have an understanding of consumer psychology, the influences of external international forces such as demographics and competition, methods of communicating product value with organizational and final consumers, and the ways in which products components are acquired, assembled, and moved into the possession of final organizational or retail consumers. A marketing degree prepares a student for jobs in fields such as sales, advertising, public relations, retailing, product management, purchasing, marketing research, etc.

Degree Requirements
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<td><strong>Major Requirements</strong></td>
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<td><strong>General Education Requirements (p. 55)</strong></td>
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<td>Retailing (EL)</td>
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<td>MKT 465</td>
<td>Sales Management</td>
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<td>Consumer Behavior</td>
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<td><strong>Other Requirements-Business Introductory courses</strong></td>
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| ACCT 2302| Principles of Accounting II  
1minimum grade of C or higher is required | 3     |
| BUSI 2301| Business Law                                     | 3     |
| ECON 2301| Principles of Macroeconomics  
2Satisfies Core Curriculum | 3     |
| ECON 2302| Principles of Microeconomics  
2Satisfies Core Curriculum | 3     |
| MATH 1342| Elementary Statistical Methods                  | 3     |
|        | **BBA Secondary Core**                            |       |
|        | 18sch upper division Business Electives  
3minimum grade of C or higher is required | 18    |
|        | **Minimum Hours for Degree**                      | 120   |
Upper Division Business Electives include 300 & 400 level courses from Accounting, General Business, Finance, Management, Management Information Systems, Marketing & Supply Chain Management.

Note: A minimum of 54 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.

Undergraduate Courses in Marketing

MKT 300. Marketing the Organization. 1 Hour.
This course presents the concepts of marketing as it relates to organizations considering its nature, scope, elements, development, and the steps in the marketing planning process.

MKT 363. Marketing. 3 Hours.
This is an introductory course in marketing presenting the basic components of marketing including product promotion, pricing, and distribution of goods and services with a set of controllable and non-controllable environmental forces.

MKT 366. Marketing Promotion. 3 Hours.
This course is an analysis of the promotion networks of business firms to external publics. Emphasis is on enabling the student to appraise their effectiveness as marketing tools and their social and economic significance. Prerequisite: MKT 363.

MKT 416. International Marketing. 3 Hours.
Students survey the economic, cultural, and political-legal environments in which international marketing takes place, and examine marketing functions and their adaptations to those environments.

MKT 436. Marketing Research. 3 Hours.
Techniques of marketing research, research design, analysis and interpretation of marketing data, questionnaire building, and sampling methods are covered in this course. Emphasis is given to selected applications of marketing research. Prerequisite: MKT 363.

MKT 445. Retailing (EL). 3 Hours.
A study of managerial principles and practices of retail operations. This course covers store locations and layout, buying, pricing, promotion, services, and inventory control. This course integrates the principles of Experiential Learning and meets the criteria for field-work.

MKT 465. Sales Management. 3 Hours.
Policies, operation, coordination and control of marketing activities, with special emphasis on the selection and direction of sales personnel, are covered in this course.

MKT 467. Consumer Behavior. 3 Hours.
Students will examine the development of an accurate and comprehensive understanding of the consumer buying process and the important psychological variables that influence that process. Prerequisite: MKT 363.

MKT 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

Faculty
Dr. Patricia W. Humphrey
Professor
Email: patricia.humphrey@tamut.edu

Dr. Robert Owen
Associate Professor
Email: robert.owen@tamut.edu

Mathematics
The Department of Mathematics prepares its students with a rigorous first-class curriculum that fulfills majors in Mathematics, Mathematics Education, Electrical Engineering, Computer Science, Biology, and Nursing, as well as majors from the College of Business and the College of Education and Liberal Arts. We promote interdisciplinary collaboration with colleagues on campus and the larger research community. We provide local industries with a resource for grants and partnerships. We undergird the local economy by graduating well-trained STEM professionals who will contribute as highly productive members of the workforce. We partner with regional school districts to train exceedingly competent teachers of elementary, middle, and high school mathematics. Existing teachers are offered professional development through seminars and workshops. We support local junior colleges with a smooth transfer experience allowing students to complete a quality four-year STEM degree at an affordable price.

Students will appreciate the unique university experience at Texas A&M University-Texarkana. Internationally known and locally recognized, our diverse faculty are dedicated to excellent teaching, quality research, and professional service. Students will encounter opportunities and challenges to grow beyond their initial expectations. With a small student-teacher ratio, office hours are staffed and students are advised by the instructor of record. Instruction is distinguished through the use of high-impact practices such as cooperative learning groups, internships, research projects, capstone courses, and inquiry-based learning. Multiple technologies and media are harnessed to generate a dynamic classroom environment. Teamwork, communication, and creative thinking are modeled in a group discovery process. Rather than dispensing the material in a monotonous
lecture, instructors guide students with open-ended questions allowing them to explore ideas independently. Enabling students to develop conceptual understanding through their own investigations is what produces excellent STEM scholars and what makes studying mathematics distinctive and exciting at Texas A&M University-Texarkana.

Mission Statement
It is the mission of the Department of Mathematics at Texas A&M University-Texarkana to cultivate life-long learners with superior mathematical skills and maturity who appreciate the history and beauty of mathematics, who understand the interconnectedness of concepts and diversity of applications, and who are keenly aware of the utility of mathematics to investigate, explain, and de-mystify our world.

Degrees
- Bachelor of Science (p. 274)

Teacher Certifications
- Mathematics 4-8 Math Certification
- Mathematics 7-12 Math Certification

Undergraduate Courses in Mathematics
MATH 0300. Pre-Algebra. 3 Hours.
This course provides a study of the concepts and applications of arithmetic operations on whole numbers, fractions, and decimals, ratios and proportions, percentages, measurements, interpretation of graphs and statistics, geometry, exponents, algebraic expression, and problem solving. Students must complete the course with a C or better to receive credit. Calculators will not be allowed for use in this course. Placement will be determined by TSI readiness indicators.

MATH 0301. Elementary Algebra. 3 Hours.
This course provides a study of the concepts and applications of algebraic expressions, equations, inequalities, problem solving, polynomials and factoring, rational expressions and equations, systems of equations, graphing techniques, radical expressions and equations, and quadratic equations. Students must complete the course with a C or better to receive credit. Appropriate computer software and hand held technologies will be utilized. Placement will be determined by TSI readiness indicators.

MATH 0302. Intermediate Algebra. 3 Hours.
This course provides a study of the concepts and applications of rational expressions and equations, linear equations and inequalities, radicals, quadratic equations, and graphs. This course is intended for students who place below the minimum score on an entrance assessment test in mathematics. Appropriate computer software and hand held technologies will be utilized. Students must complete the course with a C or better to receive credit. Placement will be determined by TSI readiness indicators.

MATH 1314. College Algebra. 3 Hours.
This course provides a rigorous study of the concepts and applications of linear, quadratic, higher-order polynomial, rational, radical, exponential and logarithmic functions, and solving systems of equations using various methods. Additional topics such as sequences, series, probability, and conics may be included. This course is designed to prepare STEM majors for success in calculus. Prerequisite: Must have satisfied the math portion of TSI. Placement will also be determined by the Math Placement Exam score.

MATH 1316. Plane Trigonometry. 3 Hours.
This course provides a rigorous study of the concepts and applications of sets, ordered relations, number intervals, trigonometric functions, radian measure, variations and graphs of functions, solutions of right and general triangles, identities, graphing, inverse functions, circular functions, vectors, complex numbers, polar and parametric equations. This course is designed to further prepare STEM majors for success in calculus. Prerequisite: Must have satisfied the math portion of TSI. Placement will also be determined by the Math Placement Exam score.

MATH 1324. Mathematics for Business and Social Sciences I. 3 Hours.
This course provides a rigorous study of the concepts from college algebra (linear equations, quadratic equations, functions and graphs, inequalities), sets, probability, mathematics of finance (simple and compound interest, annuities), linear programming, matrices, and systems of linear equations. This course is designed to prepare students majoring in business or social science. Prerequisite: Must have satisfied the math portion of TSI. Placement will also be determined by the Math Placement Exam score.

MATH 1325. Business Calculus. 3 Hours.
This course provides a rigorous study of the concepts of limits and continuity, derivatives, graphing and optimization, exponential and logarithmic functions, antiderivatives, and integration. This course is designed to prepare students majoring in business. Applications will be taken from management, economics, business, and sociology. Prerequisite: Must have satisfied the math portion of TSI. Placement will also be determined by the Math Placement Exam score.
MATH 1332. Contemporary Mathematics I. 3 Hours.
This course provides a study of the concepts and applications of sets, logic, number systems, number theory, relations, functions, probability and statistics. Applications will be taken from meaningful real-world examples that allow students to see how mathematics can be used by everyone to solve problems, not just by mathematicians and scientists. This course is designed for non-STEM, non-business majors. Appropriate computer software and hand held technologies will be utilized. Prerequisite: Must have satisfied the math portion of TSI.

MATH 1342. Elementary Statistical Methods. 3 Hours.
This course provides a rigorous study of the concepts and applications of the collection, analysis, presentation, and interpretation of data and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Appropriate computer software and hand held technologies will be utilized. Prerequisite: Must have satisfied the math portion of the TSI.

MATH 1350. Fundamentals of Mathematics I. 3 Hours.
This course provides a rigorous study of the concepts and applications of sets, functions, numeration systems, number theory, and properties of the natural numbers, integers, rational, and real number systems with an emphasis on problem solving and critical thinking. This course is designed for students seeking EC-6 teacher certification. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 1314 with a C or better.

MATH 1351. Fundamentals of Math II. 3 Hours.
This course provides a rigorous study of the concepts and applications of geometry, probability, statistics, and measurement with an emphasis on problem solving and critical thinking. This course is designed for students seeking EC-6 teacher certification. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 1350 and MATH 1314 with a C or better.

MATH 2305. Discrete Mathematics. 3 Hours.
This course provides a rigorous study of the concepts and applications of topics designed to prepare math, computer science, and engineering majors for a background in abstraction, notation, and critical thinking for the mathematics most directly related to computer science. Topics include: logic, relations, functions, basic set theory, countability and counting arguments, proof techniques, mathematical induction, combinatorics, discrete probability, recursion, sequence and recurrence, elementary number theory, graph theory, and mathematical proof techniques. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2413 with a C or better.

MATH 2318. Linear Algebra. 3 Hours.
This course provides a rigorous study of the concepts and applications of systems of linear equations, matrices, vector spaces, determinants, eigenvectors, eigenvalues, and linear transformations. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 with a C or better.

MATH 2320. Differential Equations. 3 Hours.
This course provides a rigorous study of the concepts and applications of first- and second-order ordinary differential equations and systems of ODEs, existence and uniqueness of solutions, initial value problems, the Laplace Transform, compartment models, first- and second-order rate laws, eigenvalues, eigenvectors, and eigenspaces of matrices. This course is taught with a modeling perspective and will utilize applications from areas such as physics, biology, pharmacology, chemistry, ecology, sociology, and electric engineering. Numerical, symbolic and graphing techniques will be used to obtain solutions. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 with a C or better.

MATH 2412. Pre-Calculus. 4 Hours.
This course provides a rigorous study of the concepts and applications of the fundamental topics of calculus including algebraic functions and their graphs, trigonometric functions and identities, polynomial, rational, exponential, and logarithmic functions, solutions to equations and inequalities, analytic geometry, and polar coordinates. This course is designed to prepare STEM majors for success in calculus. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 1314 with a C or better or the equivalent preparation by STEM department chair permission. Placement will also be determined by the Math Placement Exam score.

MATH 2413. Calculus I. 4 Hours.
This course provides a rigorous study of the concepts and applications of limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental function, with an application to calculation of areas. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 1314 and MATH 1316 with a C or better, or MATH 2412 with a C or better. Placement will also be determined by the Math Placement Exam score.

MATH 2414. Calculus II. 4 Hours.
This course provides a rigorous study of the concepts and applications of integration, trigonometric functions, sequences and series, indeterminate forms, improper integrals, and elementary differential equations. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2413 with a C or better.

MATH 2415. Calculus III. 4 Hours.
This course provides a rigorous study of the concepts and applications of three dimensional analytic geometry and vectors, differentiation and integration of vector-valued functions and motion in space, arc length and curvature, functions of several variables, partial derivatives, multiple integrals, and integration in vector fields. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 with a C or better.
MATH 289. Independent Study in Mathematics. 1-4 Hours.
This course provides an option for individualized instruction and research. It may be repeated when topics vary. Prerequisite: Instructor approval.

MATH 321. College Geometry. 3 Hours.
This course provides a rigorous study of the concepts and applications of the properties of finite geometrics and of points, lines, triangles, and circles in Euclidean geometry. Non-Euclidean geometries will also be studied and contrasted. This course will be taught with a discovery approach in which students scaffold their comprehension through careful axiomatic study. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2413 with a C or better.

MATH 326. Problem Solving for Elementary Teachers. 3 Hours.
This course provides a rigorous study of the concepts of effective problem solving strategies. Strategies will be applied to various problems taken from critical areas of algebra, number concepts, geometry, probability, statistics, measurement, and logic. The scope and sequence will be formative in nature and use a discovery approach to allow students to scaffold their critical thinking skills into a mathematical problem solving rubric. Logical reasoning will be emphasized in all strategies to distinguish the importance of the process of problem solving rather than just finding the answer. Appropriate computer software and hand held technologies will be utilized. With pre-service elementary teachers in mind, this course will also integrate the pedagogy of modeling these skills to elementary mathematics students. Prerequisite: MATH 1314 and MATH 1350 and MATH 1351 with a C or better.

MATH 334. Introduction to Abstract Algebra. 3 Hours.
This course provides a rigorous study of the concepts and applications of the properties of the integers, permutations, groups, rings, integral domains, and fields. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 with a C or better.

MATH 352. Math Foundations and Applications. 3 Hours.
This course provides a rigorous study and review of the concepts of algebra, geometry, probability, statistics, trigonometry, and calculus. Other topics may include elements from number theory, linear algebra, and abstract algebra. This course will be driven by applications of real-world problems with an emphasis on problem-solving skills. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2413 with a C or better.

MATH 357. Probability and Statistics. 3 Hours.
This course provides a rigorous study of the concepts and applications of probability, discrete and continuous distribution, estimation, and hypothesis testing using concepts from calculus. Appropriate computer software and hand held technologies will be utilized. Course is cross-listed with EE 307. Prerequisite: MATH 2414 with a C or better.

MATH 380. Real Analysis. 3 Hours.
Sets, relations and functions, sequences of real numbers and sequences in Rn, continuous and differentiable functions on Rn, Riemann Integral. Prerequisites: MATH 2415 and MATH 2305.

MATH 415. Numerical Analysis. 3 Hours.
This course provides a rigorous study of the concepts and applications of the use of numerical methods for the solution of mathematical problems such as linear systems of equations, curve fitting, root finding, differentiation, and integration. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 and COSC 1315 with a C or better.

MATH 426. Problem Solving. 3 Hours.
Effective problem solving strategies will be applied to various examples from areas such as algebra, geometry, probability, calculus, trigonometry, number theory, discrete math, linear algebra, and logic. The scope and sequence will be formative in nature and use a discover approach to allow students to scaffold their critical thinking skills into a mathematical problem solving rubric. Logical reasoning will be emphasized in all strategies to distinguish the importance of the process of problem solving rather than just finding the answer. Appropriate computer software and hand held technologies will be utilized. With pre-service math teachers in mind, this course will also focus on the pedagogy of teaching these skills to 7-12 grade mathematics students. Prerequisite: MATH 2414 with a C or better.

MATH 430. Mathematical Modeling. 3 Hours.
This course provides a rigorous study of the concepts and applications of techniques used to model data related to real-world systems and scenarios from areas such as physics, biology, pharmacology, chemistry, ecology, sociology, astronomy, and archeology. Discrete and continuous models, theoretical and empirical models, deterministic and probability models and analytic and simulation models will be considered. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 with a C or better.

MATH 437. Number Theory. 3 Hours.
This course provides a rigorous study of the concepts and applications of the properties of integer representations and operations, analysis and complexity of algorithms, mathematical induction, divisibility, primes and composites, congruences and systems, the Fundamental Theorem of Arithmetic, Pythagorean triples, multiplicative functions, and cryptography. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 with a C or better.

MATH 489. Individual Study. 1-3 Hours.
This course provides an option for individualized instruction and research. It may be repeated when topics vary. Prerequisite: Instructor approval.

MATH 493. Capstone in Mathematics. 3 Hours.
This is the conclusion of preparation of a portfolio of mathematical experiences composed of artifacts from throughout a student's time in upper-level mathematics classes. Presentation of a selected portfolio artifact will be required. Students will be graded on Satisfactory (S) or Unsatisfactory (U) basis. Prerequisite: Senior standing and instructor permission.
MATH 499. Independent Research. 1-6 Hours.
This is an independent research in Math conducted by a student under the guidance of a faculty member of his or her choice. The student is required to maintain a research journal and submit a project report by the end of the semester and potentially make an oral presentation on the project. SCH and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: Consent of instructor.

Faculty
Dr. Wai Yuen Chan
Assistant Professor
Email: wychan@tamut.edu

Dr. Ram Neupane
Assistant Professor
Email: ram.neupane@tamut.edu

Chris Sinquefield
Instructor
Email: chris.sinquefield@tamut.edu

Bachelor of Arts-Mathematics

Degree Requirements
The Bachelor of Arts (BA) degree requires two years of the same foreign language (12 SCH) as part of the general education requirements. Two years of study in the same foreign language in high school may substitute for the first year (6 SCH) of the same language at the university level. Students may not complete all bachelor’s degrees as a BA. See the degree program listing for the programs that allow the BA option.

Degree Requirements
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<td>MATH 2413</td>
<td>Calculus I 1,2</td>
<td>4</td>
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<td>MATH 2414</td>
<td>Calculus II</td>
<td>4</td>
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<tr>
<td>MATH 2415</td>
<td>Calculus III</td>
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<tr>
<td>MATH 2305</td>
<td>Discrete Mathematics</td>
<td>3</td>
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<tr>
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<td>Linear Algebra</td>
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<td>MATH 334</td>
<td>Introduction to Abstract Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 352</td>
<td>Math Foundations and Applications</td>
<td>3</td>
</tr>
<tr>
<td>MATH 357</td>
<td>Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 430</td>
<td>Mathematical Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MATH 437</td>
<td>Number Theory</td>
<td>3</td>
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<tr>
<td>MATH 493</td>
<td>Capstone in Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Minor</td>
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<td>18</td>
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</tbody>
</table>

Minimum of 18 SCH from minors listed in catalog. Minimum of 9 SCH must be upper-division. Lower-division/upper-division SCH depends on minor chosen.

Language Requirements (same Foreign Language) 3 12

Electives (as needed to meet minimum degree requirements including 54 semester credits of upper division)

Minimum Hours for Degree
120

1 Calculus I pre-requisites (if any) will be determined by the College of STEM using established readiness indicators.

2 Satisfies Core Curriculum

3 May be used to satisfy General Education requirements.

Note: A minimum of 54 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.
Bachelor of Science-Mathematics

Degree Requirements

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td></td>
<td><strong>Major Requirements</strong></td>
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<tr>
<td></td>
<td>General Education Requirements (p. 55)</td>
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<tr>
<td>MATH 2413</td>
<td>Calculus I (^1,2)</td>
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<tr>
<td>MATH 2414</td>
<td>Calculus II</td>
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<td>Probability and Statistics</td>
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<td>MATH 380</td>
<td>Real Analysis</td>
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</tr>
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<td><strong>Minimum Hours for Degree</strong></td>
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</tr>
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</table>

1 Calculus I pre-requisites (if any) will be determined by the College of STEM using established readiness indicators.

2 Satisfies Core Curriculum

Note: A minimum of 54 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.

Bachelor of Business Administration-Supply Chain Management Concentration

Skills acquired via the Supply Chain Management (SCM) concentration are in high demand. By completing a degree in Supply Chain Management, students will set themselves apart to succeed in business. Students will develop analytical skills in learning about inventory management, logistics, quality, purchasing, and transportation. Students in supply chain management have the opportunity to learn and then subsequently return value to both their own personal investment portfolios or to grow their company business.

The sky is the limit in Supply Chain Management. SCM provides an exciting and rewarding path of study in which students learn skills which directly lead to increased business profitability. Careers in SCM take many paths and end up with a multitude of career options.

Degree Requirements

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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<td></td>
<td><strong>Business Administration Core Courses</strong></td>
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<td>FIN 354</td>
<td>Financial Management</td>
<td>3</td>
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<tr>
<td>GBUS 310</td>
<td>Business Communications</td>
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<tr>
<td>GBUS 440</td>
<td>International Business</td>
<td>3</td>
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<tr>
<td>GBUS 450</td>
<td>Business Ethics</td>
<td>3</td>
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<tr>
<td>or GBUS 452</td>
<td>Business Ethics for Non-Accounting Majors</td>
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</table>
MGT 395 Principles of Management 3
MGT 439 Business Strategy and Policy 3
MGT 465 Production and Operations Management 3
MIS 360 Essentials of Management Information Systems 3
MKT 363 Marketing 3
SCM 325 Business Statistics (EL) 3

Supply Chain Management Concentration 12
SCM 304 Principles of Supply Chain Management (SL) 3
SCM 310 Purchasing (EL) 3
SCM 412 Transportation 3
MIS 302 Enterprise Resource Planning 3

Other Requirements-Business Introductory courses
ACCT 2301 Principles of Accounting I 1 3
ACCT 2302 Principles of Accounting II 1 3
BUSI 2301 Business Law 3
ECON 2301 Principles of Macroeconomics 2 3
ECON 2302 Principles of Microeconomics 2 3
MATH 1342 Elementary Statistical Methods 3

BBA Secondary Core
18sch upper division Business Electives 3 18

Minimum Hours for Degree 120

1 minimum grade of C or higher is required
2 Satisfies Core Curriculum
3 Upper Division Business Electives include 300 & 400 level courses from Accounting, General Business, Finance, Management, Management Information Systems, Marketing & Supply Chain Management

Note: A minimum of 54 upper division hours (300 and 400 level courses) are required for this degree. Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.

Undergraduate Courses in Supply Chain Management

SCM 304. Principles of Supply Chain Management (SL). 3 Hours.
A firm supply chain includes all internal functions plus external suppliers involved in the identification and fulfillment of needs for materials, equipment, and services. Supply chain management lays the foundation for a successful business operation. This course integrates the principles of Experiential Learning and meets the criteria for service learning. Prerequisite: Junior standing.

SCM 310. Purchasing (EL). 3 Hours.
This course is an overview of the purchasing process, which includes the responsibilities of procurement professionals. This course develops an understanding of the competitive advantage through the procurement and sourcing processes. This course integrates the principles of Experiential Learning (EL) and meets the criteria for project-based learning. Prerequisite: Junior standing.

SCM 325. Business Statistics (EL). 3 Hours.
This course introduces students to statistical methods used in addressing real world business problems. Topics covered include sampling distributions, confidence intervals, hypothesis testing, simple regression, and multiple regression. Appropriate computer resources will be used. This course integrates the principles of Experiential Learning and meets the criteria for undergraduate research. Prerequisite: MATH 1342.

SCM 412. Transportation. 3 Hours.
This course presents the business process for transportation and logistics including all the activities required to move products, money, and information within the supply chain. Prerequisite: Junior standing.

SCM 434. Quality Analysis and Control. 3 Hours.
This course explores how quality integrates fundamental management techniques and technical tools under a disciplined approach. Prerequisite: SCM 325, or MATH 1325, or MATH 2413.

SCM 489. Independent Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

Faculty
Texas A&M University-Texarkana has partnered with Northeast Texas Community College (NTCC) to offer four teacher certification programs and other baccalaureate degrees on the NTCC campus in Mt. Pleasant, Texas. All TAMUT coursework is offered on the NTCC campus, and is taught by outstanding faculty either face-to-face at NTCC or via distance education.

Degree Programs

College of Arts, Science and Education

- Bachelor of Applied Arts & Science (BAAS) (p. 121)

- NTCC 2+2 Program Agreement - NTCC Community Health leading to BAAS (http://www.tamut.edu/Admissions/Apply/NTCC/AAS%20CH%20to%20BAAS.pdf)

- NTCC 2+2 Program Agreement - NTCC Funeral Service Education leading to BAAS (http://www.tamut.edu/Admissions/Apply/NTCC/AAS%20FSE%20to%20BAAS.pdf)

- NTCC 2+2 Program Agreement - NTCC Occupational Therapy Assistant leading to BAAS (http://www.tamut.edu/Admissions/Apply/NTCC/AAS%20OTA%20to%20BAAS.pdf)

- NTCC 2+2 Program Agreement - NTCC Physical Therapy Assistant leading to BAAS (http://www.tamut.edu/Admissions/Apply/NTCC/AAS%20PTA%20to%20BAAS.pdf)

- *Associate of Art General Studies to Bachelor of General Studies (http://www.tamut.edu/Admissions/Apply/NTCC/pdf/Associate-of-Art-General-Studies-to-Bachelor-of-General-Studies.pdf)

- *Associate of Science General Studies to Bachelor of General Studies (http://www.tamut.edu/Admissions/Apply/NTCC/pdf/Associate-of-Science-General-Studies-to-Bachelor-of-General-Studies.pdf)

- *Associate of Art in Teaching (AAT) 7-12 History to Bachelor of Science (BS) 7-12 History Certification (http://www.tamut.edu/Admissions/Apply/NTCC/AAT/7-12%20History%20BS-7-12%20History%20Certification.pdf)

- *Associate of Art in Teaching (AAT) 7-12 History to Bachelor of Science (BS) 7-12 Social Studies Certification (http://www.tamut.edu/Admissions/Apply/NTCC/7-12%20History%20BS-7-12%20Social%20Studies%20Certification.pdf)

- *Associate of Art (AA) History to Bachelor of Science (BS) History (http://www.tamut.edu/Admissions/Apply/NTCC/Associate-of-Art-AA-History-to-Bachelor-of-Science-BS-History.pdf)

Bachelor of Science Interdisciplinary Studies

- Associate of Science to BSIS EC-6 Core Subjects (http://www.tamut.edu/Admissions/Apply/NTCC/pdf/Associate-of-Science-to-BSIS-EC-6-Core-Subjects.pdf)

- Associate of Science to BSIS EC-6 Bilingual Education (http://www.tamut.edu/Admissions/Apply/NTCC/pdf/Associate-of-Science-to-BSIS-EC-6-BE.pdf)

- Associate of Science to BSIS EC-6 SPED (http://www.tamut.edu/Admissions/Apply/NTCC/pdf/Associate-of-Science-to-BSIS-EC-6-SPED.pdf)

Graduate Alternative Certification Program
This program is a graduate route to initial certification for individuals who already hold a baccalaureate degree or above. Individuals must apply to the Alternative Certification Program through Tk20 (https://tamut.tk20.com/campus/Toolshighered/start.do) to be eligible for this certification route and to the graduate studies program.

Bachelor of Science-Political Science

- *Associate of Art Government to Bachelor of Science Political Science (http://www.tamut.edu/Admissions/Apply/NTCC/pdf/Associate-of-Art-Government-to-Bachelor-of-Science-Political-Science.pdf)

- *Associate of Science General Studies to Bachelor of Science Political Science (http://www.tamut.edu/Admissions/Apply/NTCC/pdf/Associate-of-Science-General-Studies-to-Bachelor-of-Science-Political-Science-NON-CERTIFICATION.pdf)

Bachelors and Masters-Nursing

- Bachelor of Nursing (BSN) (p. 163)

- Master of Science in Nursing (MSN) (p. 339) (online only)

Bachelor of Science-Mathematics

- 7-12 Math Certification (p. 235)

College of Business, Engineering and Technology

- Associate of Science in Business Administration to Bachelor of Business Administration (http://www.tamut.edu/Admissions/Apply/NTCC/pdf/Associate-of-Science-in-Business-Administration-to-Bachelor-of-Business-Administration.pdf)

- Master of Business Administration (MBA) (p. 351) (online only)
• Associate of Science (AS) 7-12 Mathematics to Bachelor of Science (BS) 7-12 Mathematics (http://www.tamut.edu/Admissions/Apply/NTCC/Associate-of-Science-7-12-Mathematics-to-BS-7-12-Mathematics.pdf)

*Travel to main campus in Texarkana will be required to complete this degree.

**Location**
Northeast Texas Community College
2886 FM 1735
Chapel Hill Rd.
Mt. Pleasant, TX 75455
Website: http://www.ntcc.edu/

**Contact Info.**

**Kelly Coke, M.S.**  
Instructor, Adult Education and Leadership Studies  
Texas A&M University-Texarkana at NTCC Program Director  
Office: University Health Science 110 (NTCC)  
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Fax: (903) 434-4426  
Email: kelly.coke@tamut.edu

**Laura Currey, M.Ed.**  
Clinical Instructor of Education  
Texas A&M University-Texarkana at NTCC Education Outreach Coordinator  
Office: NTCC UHS 108  
Phone: (903) 434-8322  
Fax: (903) 434-4426  
Email: laura.currey@tamut.edu

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Lead Admissions Counselor II  
Coordinator for Academic Advising & Recruitment  
Texas A&M University-Texarkana at NTCC & PJC  
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Fax: (903) 434-4426  
Email: jennifer.perez@tamut.edu

**Shannon Reynolds**  
Administrative Associate III and Administrative Coordinator  
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Phone: (903) 434-8357  
Fax: (903) 434-4426  
Email: shannon.reynolds@tamut.edu
Beginning Fall 2018, Texas A&M University-Texarkana will proudly begin offering our Bachelor of Science degree in Biology in conjunction with the Texas A&M University System’s RELLIS Academic Alliance (https://rellis.tamus.edu/AcademicAlliance) at the newly developed RELLIS campus in Bryan, TX.

The RELLIS Academic Alliance allows multiple institutions within The Texas A&M University System and Blinn College to collaboratively offer selective degree and certificate programs. This paves the way for an innovative education concept, allowing students to obtain bachelor’s degrees from Texas A&M System’s 10 regional universities from around the state without leaving the Bryan campus.

The Bachelor of Science in Biology prepares students for in-demand careers within the biological sciences industry. With opportunities for collaborative research, study-abroad programs and hands-on learning environments, the program’s addition to the RELLIS Campus provides access to high-quality education experiences.

Blinn College’s Associate of Science in Biology and Associate of Science in Chemistry programs provide quality core and foundational courses for students interested in pursuing careers in the biological or scientific field. With small class sizes and personalized instruction, Blinn provides a seamless educational experience that prepares students to earn their Bachelor of Science from A&M-Texarkana at the RELLIS Campus.

For more information visit the Eagles at RELLIS Campus (http://www.tamut.edu/About/Rellis.html) website.

Programs are pending approval by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the Texas Higher Education Coordinating Board.

**Undergraduate program**
Bachelor of Science- Biology (p. 125)

**Contact Info.**
Dr. Ben Neuman, Associate Professor of Biology
(903) 334-6654
Email: bneuman@tamut.edu

RELLIS campus location
3100 TX-47
Bryan, TX 77807
Phone: (979) 458-6037
Website: https://rellis.tamus.edu/
Texas A&M University-Texarkana offers a variety of graduate programs ranging from Business to Education to Psychology. We are dedicated to providing a quality education that meets your educational, professional and personal needs. You will find course offerings throughout the day or evening, as well as distance education options. Texas A&M University-Texarkana also offers a cooperative Doctoral Program in Education Administration.

Students may find additional information regarding Graduate Studies [here](http://www.tamut.edu/Academics/Colleges-and-Departments/Graduate-Studies) by visiting their website.

The respective colleges, the Dean of Graduate Studies and Research, the Provost, and the Vice-President for Academic and Student Affairs (VPASA) provide oversight of all graduate degrees.

### College of Arts, Sciences, and Education
- Adult and Higher Education (MS) (p. 287)
- Communication (MA) (p. 290)
- Counseling (MS) (p. 293)
  - School Counselor Certification (p. 293)
  - Clinical Mental Health Counseling (p. 296)
- Curriculum and Instruction (MS) (p. 300) (p. 300)
  - ESL Education (p. 303)
  - Teacher Certification (p. 312)
  - Special Education (p. 310)
  - Reading-Specialist Certification (p. 308)
  - Professional Educational Diagnostician (p. 307)
  - Master Mathematics-Teacher (MMT) Certification (p. 305)
- Education Administration; Principal Certification (MEd) (p. 314)
- English (MA) (p. 316)
- History (MS) (p. 318)
- Instructional Technology (MS) (p. 320)
  - Instructional Technology (MS with Master Technology-Teacher Certification) (p. 322)
- Interdisciplinary Studies (MS) (p. 324)
  - Teacher Education Concentration (p. 337)
- Nursing Administration (MSN) (p. 339)
- Psychology (MS) (p. 342)

### College of Business, Engineering and Technology
- Accounting (MSA) (p. 349)
- Business Administration (MBA) (p. 351)
  - Energy Leadership Track (p. 355)
  - Information Technology Track (p. 360)
  - Management Track (p. 364)
  - Supply Chain Management (p. 369)

### Graduate Studies Admissions

#### Applying for Admission

Graduate Admission to Texas A&M University-Texarkana is open to qualified individuals, regardless of race, color, religion, sex, national origin, or educationally unrelated handicaps. Students may apply for admission to Texas A&M University-Texarkana by using the ApplyTexas [online application](https://www.applytexas.org/adappc/gen/c_start.WBX).

Please answer all questions on the application accurately. If the university grants a student admission on the basis of incorrect information or omitted facts, which, if known, may invalidate the applicant’s eligibility, that student’s admission is invalid. The completed application, official transcripts from all previous colleges and universities, and supporting documents constitute the basis upon which authorities determine eligibility for admission.
In accordance with the Texas record-retention requirements, the Graduate Admissions office will keep an application for admission on file for one year. After that date, the office will destroy the application for admission and file contents.

**Application Fee**

Students applying for Graduate Admissions to Texas A&M University-Texarkana are required to pay an application processing fee. Please allow 2-4 weeks for processing your admission application. Graduate Admissions must receive the application fee and admissions documents (official transcripts, resume, test scores, etc) within 90 days of submission of the application to avoid cancellation. The applicant must review the admissions requirements and check his or her admission status online regularly to confirm receipt of the items Admissions requires for his or her admission file.

The application fee is:

- $30 for U.S. applicants, and
- $50 for International applicants.

**Priority Deadlines**

- April 1st- Fall semester
- May 1st- Summer sessions
- October 1st- Spring semester

**Required Documents**

- **Resume**- This document is used to assess the background experiences, activities, and possible skills that an applicant is able to document through work and life history. Care should be taken to tailor your resume to the program of study for which you are applying. Most resumes that graduate applicants submit are between 1-2 pages in length.

- **Letters of Intent/Interest**- This brief letter should allow the reader to better understand your rationale, life story and purpose in seeking this degree. Because effective writing skills are necessary to be successful in graduate school, program faculty typically review these letters from the perspective of your commitment and interest in the degree, as well as your overall skill and aptitude for effective and professional writing. Most letters of intent/interest that graduate applicants submit are between 1-2 pages in length.

- **Recommendation Letters**- Graduate school requires a multitude of different positive and effective professional attributes. Faculty attend to the suggestions, feedback and offerings by other professionals regarding your performance in previous institutions, work settings and other professional venues. Recommendation letters may be completed by former co-workers, instructors, supervisors, or any other professionals who can clearly attest to the work, study and/or professional habits and styles of the applicant.

- **Official Transcripts**- University policy requires verification of completion of a bachelor’s degree via official transcripts. It is important to note that ALL transcripts must come directly from the institution of record (mailed or hand delivered in an unopened envelope sealed by the issuing institution), and must be official. To be accepted into the University, applicants must have an overall or last 60 SCH of 2.5 or higher. Degree programs may require a higher GPA for admission.

- **Other Materials**- Because the graduate level of education requires in-depth training regarding the program of study, some degree programs require additional documentation or information before making a final admissions decision.

- **In-Person Interviews**- The counseling program (both clinical mental health and school) require an in-person interview with the program faculty. This interview is typically 20 minutes in length and is used as a part of the overall assessment of fit within the field of professional counseling. The Adult and Higher Education program requires that all applicants meet with the program coordinator (Dr. Gaynell Green) for an in-person interview prior to full acceptance into the program. The Instructional Technology program requires that applicants complete an in-person, skype or phone interview prior to acceptance in the program.

- **Standardized Tests (GRE, MAT, GMAT)**- One of the predictors used nationally to determine aptitude and potential ability in meeting the academic rigor of graduate studies is the use of a standardized test. Some programs require official scores on these exams as a part of the overall assessment of applicants. The Testing Center offers the MAT on a regular basis throughout the school year. Please check the Testing Center (http://www.tamut.edu/Academics/Student-Support/Test-Center) website for more information on procedures for setting up a test and testing dates.

- **International Students ONLY**- Additional requirements are required for international students. In addition to the items above graduate studies will need official TOEFL scores, Foreign Credentialing Evaluations on all foreign colleges/universities attended, and clearance from the International Student Services Office.

An international student must have clearance from the International Student Services Office before an admission decision can be made. Visit the International Admissions (http://www.tamut.edu/Academics/Colleges-and-Departments/Graduate-Studies/What%20Do%20I%20Need%20To%20Submit%20.html) website to read all information on regulations for International Students.

All materials should be sent to:
Non-Degree Students

Graduate students who are not currently seeking a degree should contact the Office of Graduate Studies and Research or a faculty member to discuss options. No more than 12 SCH earned as a non-degree seeking student may apply toward a graduate degree. Students should declare a change in status prior to the completion of the 12 SCH. Non-degree seeking students must submit an official transcript from the last college they attended and a transcript showing a bachelor’s degree.

Graduate Studies Contact Information

College of Arts, Sciences and Education
Graduate Coordinator: Susan Gleason
Office: University Center 414C
Phone: 903-223-3129
Fax: 903-223-3134
Email: susan.gleason@tamut.edu or casegradstudies@tamut.edu

College of Business, Engineering, and Technology
Graduate Coordinator: Kristin Ebner
Office: University Center 414F
Phone: 903-334-6761
Email: kristin.ebner@tamut.edu or cbet@tamut.edu

General Academic Policies

Transfer of Credit

The university will accept a maximum of 12 hours of graduate level course work as transfer credit from another regionally accredited institution if the student’s advisor and dean of the college approve the transfer of credit. The university can only accept transfer credit for students in masters degree programs in which the student earns a grade of “C” or better. Additionally, for masters degree seekers, transfer courses must have been completed within five years of admission to graduate studies at Texas A&M University- Texarkana. For students in doctoral programs, only approved courses in which the students earned a grade of "B" or better are accepted for transfer.

For students in masters programs, the courses being transferred must be less than five years old. If older than five years, special permission is required by the program coordinator, Dean of the College, and Dean of Graduate Studies and Research.

For students in doctoral programs, ALL coursework, whether completed at A&M Texarkana or transferred from another institution must be completed within 10 years from the date of admission into the doctoral program. All transfer credit counting toward the doctoral degree must be approved by the student’s advisor, College Dean, and Dean of Graduate Studies and Research. Please see the “Doctoral Program Handbook” for further information.

Matriculation Standards

The student must maintain a minimum 3.00 GPA to remain in academic good standing.

Graduate Comprehensive Examinations

Specific programs may require graduate students to pass a comprehensive examination covering work within the graduate program including, if applicable, an acceptable defense of the thesis. After applying for graduation, the student will receive notification from the respective academic college regarding dates for the Comprehensive Exam.

Probation

The university will place a regularly enrolled graduate student on probation after completion of 12 credit hours of course work when the cumulative grade point average is below 3.00. The student will remain on probation until he or she raises the cumulative grade point average to 3.00 or above.

- The statement "Placed on Probation" will be printed on the student’s academic transcript. While on probation, the student must maintain a semester GPA of 3.00 or higher. Failure to maintain a minimum 3.00 GPA each semester while on probation will result in the student’s suspension for a period of one calendar year, and the student will not be eligible to re-enroll until such time period has elapsed.

Academic or Disciplinary Suspension

The suspension period will extend for 12 months from the end of the semester during which the student fell below acceptable standards for continued enrollment. Early re-entry is possible only once with permission from the Provost and Vice President for Academic and Student Affairs. Only extenuating circumstances warrant such action. After the period of academic suspension has passed, the student may enroll again. The university will place the student on academic probation at re-entry, and he or she must maintain a cumulative GPA of 3.00 or higher. If the student falls below 3.00
during any semester, the university will suspend the student for another one-year period. The student may appeal the status of scholastic suspension through the Provost and Vice President for Academic and Student Affairs.

Note: The university imposes enrollment restrictions as a result of suspension or probation only at the end of the fall and spring terms.

Students on academic or disciplinary suspension (or “not in good standing”) from another institution are not eligible for admission to Texas A&M University-Texarkana until the suspension period has passed. If the student registers for classes by providing false information, he/she will be withdrawn from all classes without tuition or fee refund. When the period of suspension has passed, the student may then apply for admission.

Before this time, the student may apply to the dean of the college by presenting a written statement from an appropriate representative of the institution, which issued the suspension. The statement must indicate that the institution would recommend early re-entry. The dean of the college will forward his or her recommendation for admission to the Dean of Graduate Studies and Research and Provost and Vice President for Academic and Student Affairs. In cases of disciplinary suspension, the Provost and Vice President for Academic and Student Affairs will appoint a committee to review the student’s application for admission. The Provost and Vice President for Academic and Student Affairs may then refuse admission based on their review of the case or the committee’s recommendation.

The university may refuse admission if it determines

1. the student would not abide by the rules and regulations of the university or would be unable to adjust to the university environment,
2. the student does not indicate a serious intent to pursue an education, or
3. the student might harm other members of the university community.

The university will review cases of expulsion (or suspension without time limit) on an individual basis. The Provost and Vice President for Academic and Student Affairs will handle appeals.

**Thesis**

To pursue a thesis option, a student must conduct original research, write a thesis (six hours maximum credit), and report this research under the supervision of the advisor.

The student prepares their thesis according to instructions provided by the advisor and the college dean. If the student does not complete the thesis during the semester of registration, the student must register for the course again to receive advice and assistance from a member of the faculty in further preparation of the thesis or while using university facilities for thesis work.

**Dissertation**

All doctoral students will successfully complete all course requirements and program requirements (including the successful defense of a dissertation). Please see the “Doctoral Program Handbook” for further information on dissertation development and defense.

**Change-of-Degree Declaration**

1. In order to change programs, the student must submit a “Change of Degree Declaration” to the Office of the Registrar. The student must complete the form and obtain signatures of approval from their advisor and college dean.
2. Students may need to re-apply for admission to the new program according to current program admission criteria. The appropriate college determines this requirement, and the student should discuss this requirement with program faculty and the college dean prior to submitting the “Change of Degree Declaration.”
3. Students should contact the Office of Graduate Studies and Research if they need assistance.

**Degree-Plan Revisions and Extensions**

1. Revising or extending a degree plan is possible with proper approval from the advisor or college dean. The student may have to re-apply for admission according to current program admission criteria when revising a degree plan. The appropriate college determines this criteria, and the student should discuss this criteria with the advisor or college dean. The student’s advisor must contact the Office of Graduate Studies and Research or give the student written documentation on how to proceed.
2. The advisor may recommend a revision or extension if the student has been inactive and returns to complete his or her program but the degree plan has recently expired or will expire before he or she can properly complete the program. The university generally allows an extension if the student is within 3-9 hours of completion and the advisor or college dean feels the student can complete the degree within 1-2 semesters. Otherwise, university officials must revise the degree plan.
3. The advisor may recommend revisions when university officials need to make changes within the specialization area, subject area, or area of concentration of the degree plan.
4. Students should contact the Office of Graduate Studies and Research if they need assistance.

**Enrollment in Undergraduate Courses for Graduate Credit**

The need for flexibility in program offerings to meet the highly varied requirements of students justifies the application of 400-level undergraduate courses to master’s degree programs. These needs may require courses not in the graduate offerings of the major but which are available at the undergraduate level.
To enroll in a 400-level course for graduate credit, the student must complete the proper instructional-justification form. The student and instructor must agree on the qualitative and quantitative differences in the course requirements to justify graduate credit. Qualitative differences show greater depth and breadth of study, and quantitative differences describe the increased amount of work necessary. Students must list specific differences and objectives clearly on the form in order to secure approval from the supervising faculty member and college dean. The student must return the form to the Office of Admissions prior to the first class day to complete enrollment.

The university does not permit this option for the purpose of meeting "leveling" or prerequisite requirements for a graduate degree. Students may apply no more than two courses that they complete in this manner toward fulfillment of graduate-degree requirements.

**Second Master's Degree**

A student with a master’s degree from this institution or another regionally accredited graduate school may earn a second master’s degree by meeting the following requirements:

1. Apply to the program under the current admission criteria.
2. Complete a minimum of 18 additional SCH of graduate-level courses (this requirement assumes that the advisor and college dean apply 12 SCH from the first master’s degree and depends on the total number of SCH required for the individual degree).
3. Satisfactorily complete all requirements for the second degree.
4. Complete SCH the college requires for the degree. The program will administer comprehensive examinations for the second master’s degree in the same manner as for the first degree. The second degree will be subject to the general regulations governing master’s degrees except as stated above.

**Readmission/Returning Student**

A returning student is one that has previously enrolled and attended A&M-Texarkana. If a student has not attended within one calendar year they will have to reapply for university admissions at www.applytexas.org (http://www.applytexas.org).

If a student has not attended within one calendar year and was previously accepted to a program, the student must resubmit all admission requirements and reapply to the program.

**Graduate Studies Contact Information**

**College of Arts, Sciences and Education**

Graduate Coordinator: Susan Gleason
Office: University Center 414C
Phone: 903-223-3129
Fax: 903-223-3134
Email: susan.gleason@tamut.edu or casegradstudies@tamut.edu

**College of Business, Engineering, and Technology**

Graduate Coordinator: Kristin Ebner
Office: University Center 414F
Phone: 903-334-6761
Email: kristin.ebner@tamut.edu or cbet@tamut.edu

**Advisement and Degree Planning**

Students should contact the appropriate College Graduate Coordinator to obtain a list of items required for graduate program admission. This list includes information regarding admission criteria, program requirements, deadlines, and other information. Students should direct specific program questions to the appropriate faculty member or college dean.

Students must complete and submit the required paperwork to the admissions committee of the appropriate program for consideration by the program deadline. The admissions committee will do one of the following: (a) grant full admission, (b) grant provisional admission, or (c) deny admission.

- The Office of Graduate Studies and Research will notify students by letter of their admission status.
- If the admissions committee grants full admission, the Office of Graduate Studies and Research will inform the student to contact their assigned advisor to schedule an appointment for advisement. Students can review their DegreeWorks evaluation listing their degree requirements. DegreeWorks is the official source for major requirements. Students are encouraged to utilize their DegreeWorks evaluation often to confirm the university has the correct major information on file, to complete the program properly, and to ensure eligibility for graduation. If the student is unsuccessful in contacting his or her advisor, he or she should contact the appropriate college office or the Office of Graduate Studies and Research for assistance.
- If the admissions committee grants provisional admission, the university will allow the student a maximum of three years to complete 12 hours of graduate course work and to submit the application for reconsideration. The student must maintain a Grade Point Average (GPA) of 3.0 or better
for the committee to reconsider an application for full admission. Students should contact the college office or the Office of Graduate Studies and Research for assistance.

The Office of Graduate Studies and Research must approve in writing any subsequent changes or course substitution for degree plans, and the substitution form must be filed with the Registrar’s Office prior to enrollment in the courses. Students must contact their faculty advisor, the College Graduate Coordinator, or the Office of Graduate Studies and Research concerning these requests.

If the student chooses the thesis option, he or she must provide the Office of Graduate Studies and Research with a copy of the plan with all advisory committee signatures. This option requires six credit hours for satisfactory completion of a thesis.

**Graduate Studies Contact Information**

**College of Arts, Sciences and Education**

Graduate Coordinator: Susan Gleason
Office: University Center 414C
Phone: 903-223-3129
Fax: 903-223-3134
Email: susan.gleason@tamut.edu or casegradstudies@tamut.edu

**Programs**

- Adult and Higher Education (MS) (p. 287)
- Communication (MA) (p. 290)
- Counseling (MS) (p. 293)
  - School Counselor Certification (p. 293)
  - Clinical Mental Health Counseling (p. 296)
- Curriculum and Instruction (MS) (p. 300)
  - Master Mathematics-Teacher (MMT) Certification (p. 305)
  - Professional Educational Diagnostician (p. 307)
  - Reading-Specialist Certification (p. 308)
  - Special Education (p. 310)
  - Teacher Certification (p. 312)
- Education Administration; Principal Certification (MEd) (p. 314)
- English (MA) (p. 316)
- History (MS) (p. 318)
- Instructional Technology (MS) (p. 320)
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- Interdisciplinary Studies (MS) (p. 324)
  - Teacher Education Concentration (p. 337)
- Nursing Administration (MSN) (p. 339)
- Psychology (MS) (p. 342)

**College of Business, Engineering, and Technology**

Graduate Coordinator: Kristin Ebner
Office: University Center 414F
Phone: 903-334-6761
Email: kristin.ebner@tamut.edu or cbet@tamut.edu

**Programs**

- Accounting (MSA) (p. 349)
- Business Administration (MBA) (p. 351)
  - Energy Leadership Track (p. 355)
  - Management Track (p. 364)
  - Supply Chain Management (p. 369)
  - Information Technology Track (p. 360)

**Applying for Graduation**

**Masters Graduation Requirements**

The following is a checklist university staff uses to determine eligibility for graduation. The following checklist will validate progress:
1. Students must complete an approved master’s degree program. Students must follow the “Official Degree Plan” A&M-Texarkana has issued. (Students may choose to complete a six (6) SCH thesis as part of their degree program.) Note: Consult section on “Graduation Under a Particular Catalog.”

2. Students may transfer no more than 12 SCH of graduate-level course work from another regionally accredited institution and have the university apply those credits toward a master’s degree at A&M-Texarkana.

3. Students may apply no more than 6 SCH of special-format courses (597, 589, and/or 529) to degree requirements.

4. Students may apply no more than 9 SCH of S/U-graded courses to degree requirements.

5. Students may not apply courses they have taken more than five years prior to admission to the graduate-studies program to their degree. The dean may give special approval to apply such courses to a particular degree.

6. A student’s degree plan must not be over five years old.

7. Students must complete all “X” grades prior to graduation.

8. Students must achieve the following grade-point averages:
   a. 3.00 or above on all graduate work attempted in major field of study or area of concentration (Major GPA);
   b. 3.00 or above on all graduate courses attempted at A&M-Texarkana (Institutional GPA);
   c. 3.00 or above on all graduate course work (Cumulative GPA).

   Note: The university will not count grades lower than “C” toward a graduate degree, but the university will use those grades to calculate the GPA. The university considers a course with a grade of “D” or “F” completed, and the GPA will reflect those grades.

9. The university will calculate into the final grade all graduate course work the student has taken prior to graduation.

10. The student may apply, upon recommendation of the instructor and approval of the college dean, a maximum of two (2) 400-level undergraduate courses toward fulfillment of graduate-degree requirements. When taking a 400-level course for graduate credit, the student must complete additional work beyond the quality and quantity of work, which distinguishes graduate instruction (See "Enrollment in Undergraduate Courses for Graduate Credit" in the Graduate Studies section of this catalog under General Academic Policies (p. 281)). Graduate courses are numbered 500 and above.

11. The specific college may require students to pass a comprehensive examination covering work within the master’s degree program including, if applicable, an acceptable defense of the thesis. For programs that do not require a comprehensive exam, the student must earn a minimum grade on a required capstone course. (See the requirements for the student’s particular degree.) A student who fails to pass the comprehensive exam must complete whatever further courses or additional study the advisor requires to correct the deficiencies. If the student fails a second time, he or she may not take the exam again without special permission of the dean of the college. Students who fail to achieve the required minimum grade on the capstone course must repeat the course.

12. Students must submit the completed application for graduation by the date published in the schedule of classes.

13. The university must have a copy of all official transcripts on file with the Office of the Registrar.

14. A student may not enroll in any academic course off-campus during the term of graduation. This requirement includes cross-registered courses and courses completed through the course-exchange program.

15. In order for a student to receive his or her degree, diploma and participate in commencement, he or she must have completed all degree requirements (including passing comprehensive exams) and have a zero balance on their account by the Friday one week prior to the graduation-commencement ceremony.

Doctoral Graduation Requirements

The successful completion of a doctoral degree requires several different elements including: coursework specific to the student’s plan of study totaling no less than 60 semester credit hours, a passing score on the comprehensive examinations, and the successful defense of a dissertation. Because this program requires specific coursework mapping and planning, and contains such a high degree of individualization, students are referred to the "Doctoral Program Handbook" for more information on the necessary steps to successfully graduate with a doctoral degree.

Graduate Alternative Certification Program (ACP)

Admission Requirements for 2018-19

Application to the university:

- Apply to the university as a non-degree seeking, teacher certification student using the ApplyTexas (https://www.applytexas.org/adappc/gen/c_start.WBX) online graduate application.
- Select your major: UNDECLARED GRADUATE
- Initial degree: CERTIFICATION
- Specific area of interest or specialty within your major: TEACHER CERTIFICATION
- Baccalaureate degree or higher from a regionally accredited university
- All transcripts must be on file with the Registrar’s Office
- Any other university requirements
Application to the Alternative Certification Program (ACP):

- Apply to certification program submitted through Tk-20 (tamut.tk20.com) to include the following:
  - Code of Ethics form
  - FERPA form

- Admission to certification program requires:
  - Passing score on appropriate content TExES test
  - Baccalaureate degree or higher from a regionally accredited university
  - 2.80 cumulative GPA; or 2.80 in the last 60 hours
  - All transcripts must be on file with the Registrar's Office
  - Meet with program advisor
  - Oral Interview with director

Out of Country Applicants

- Out of country applicants to the teacher preparation program must meet ONE of the following:
  - Verification of satisfactory score on the Test of English as a Foreign Language- Internet Based Test (TOEFL-IBT). Scores are required for all four areas: Speaking (24), Listening (22), Reading (22) and Writing (21)
  - Completion of an undergraduate or graduate degree in the U.S.
  - Completion of an undergraduate or graduate degree outside of the U.S. where English was the primary language of instruction
  - Verification of three creditable years of teaching experience in an educational setting in the U.S.

Please contact Debbie Hopkins at debbie.hopkins@tamut.edu for advising, questions or for assistance.

For additional information and for a list of Certifications offered please visit the Graduate Alternative Certification Program (http://web.tamut.edu/Academics/Colleges-and-Departments/CASE/Graduate-Programs/Alternative-Certification-Program) website.

College of Arts, Sciences, and Education

The College of Arts, Sciences and Education is the largest college in the university and includes programs in Liberal Arts and Education. Graduate degrees include Adult Education, Curriculum and Instruction, Instructional Technology, and Education Administration. In addition, several minors and a variety of teacher certification programs at the graduate, and post graduate levels are available. The College of Education and Liberal Arts proudly boasts the first doctoral program in Education Leadership.

Mission Statement

The mission of the College of Arts, Sciences and Education is to prepare lifelong learners who embrace diversity, think critically, communicate clearly, and lead effectively in a global society. To support this mission, the college faculty selected ten goals, all of which focus on quality service and education for the students. The faculty in College of Education and Liberal Arts are committed to providing the students with a strong academic foundation to prepare them for life. We hope that you will consider joining us and taking advantage of the outstanding education opportunities at Texas A&M University-Texarkana!

Masters Degrees

- Adult and Higher Education (MS) (p. 287)
- Communication (MA) (p. 290)
- Counseling (MS) (p. 293)
  - School Counselor Certification (p. 293)
  - Clinical Mental Health Counseling (p. 296)
- Curriculum and Instruction (MS) (p. 300)
  - ESL Education (p. 303)
  - Master Mathematics-Teacher (MMT) Certification (p. 305)
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- English (MA) (p. 316)
Texas A&M University-Texarkana

- History (MS) (p. 318)
- Instructional Technology (MS) (p. 320)
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**Doctoral degrees**
- Education Leadership (p. 371)

**Certifications**
- Principal Certification (p. 344)
- Superintendent Certification (p. 348)

**Master of Science-Adult and Higher Education**

This degree prepares individuals to teach or train adult learners in any context, lead organizations toward greater productivity and change lives in communities! The track in Higher Education prepares individuals for careers in higher education, particularly staff roles in Student/Campus Life, Academic Advising, Institutional Advancement, Adult-friendly academic offices, or for any program that services the college student. The curriculum of the program addresses a broad, but focused set of foundational competencies any adult educator needs: Teaching or workforce training, program planning, instructional design, assessing individual learning and evaluating program outcomes, communicating, facilitating change, assessing educational needs for staff development, and leading programs designed for long-term organizational performance. Sectors or types of employers in which our graduates can obtain careers are:

- Workforce Development for Business/industry
- Federal or state agencies with a staff development/training function
- Literacy Programs or Adult Basic Education
- Agricultural Extension services
- Faith-Based organizations
- Community Colleges
- Criminal Justice or Law Enforcement
- Life-Coaching
- Community/Civic sector (non-profit) or social programs where adult learning is incorporated
- Higher Education - College teaching, Student Services, Academic Advising, Institutional Advancement or Campus Life services
- Instructional Technology - Course design for on-line delivery, E-learning

The program is comprised of 21 SCH of core requirements and 12 SCH in which the student selects from a list of electives. With these course options, students may tailor their program of instruction to a more specific field of practice, such as higher education, workforce training and development, instructional technology, adult literacy or GED, or even take courses in a discipline for undergraduate teaching (Instruction Track).

Each course challenges students to intellectually consider the intersections of theory, research and practice but supplies practical skills and personal competencies needed for success. The core curriculum is based on the curricular guidelines of the American Association of Adult and Continuing Education (AAACE).

AHED is a low-residency program; while not delivered completely on-line, the core courses are delivered in a low-residency, hybrid format where students take one of two core classes on three scheduled Saturdays. Summer and other courses are available on-line. A “Leader in Action” Luncheon is a unique feature of the program, where the classes meet together for a complimentary lunch and hear from a dynamic practitioner/leader in the field. The program is designed to be completed in two years if one takes 6 SCH per term.

Final Components required for graduation:

1. Passing score on the Graduate comprehensive examination taken during final term
2. Successful completion of the graduate project in AHED 588, taken in the final term.

**Unique Features of This Program at Texas A&M University-Texarkana Campus**

- Small class sizes
- Tracks: (1) Workforce Development/Human Resource Development/General Adult Education, (2) Higher Education (courses are available on-line through cross-enrollment program with Texas A&M University-Commerce); Instruction in specific discipline
• Students gain skills and competencies, in addition to theory
• Incorporates project-based learning and other high-impact practices that build marketable competencies
• Students produce a portfolio throughout the program, a valuable marketing tool for students!
• Low-residency, Saturday delivery for the core courses - The core courses meet three Saturdays of each term, with a "Leaders in Action" luncheon provided between the courses. This lunch is designed as an educational and networking event where students can hear dynamic practitioner/leaders speak on contemporary, "hot" issues related to the profession. This is a great way to network with leaders in the field and get to know about organizations and jobs.

**Time to Degree Completion:** Can be completed in two years (based on a student taking 6 SCH per term) or slightly less if student is full-time

**Cost for Planning Purposes:** Approximately $12,000 including textbooks (tuition and fee costs are locked in for two years upon entrance to the program)

**What Specific Careers are Available for our Graduates?**

• Training specialists in the for-profit or non-profit sector, such as manufacturing, healthcare, or any context where staff and employee development takes place
• Training and Development Manager
• Education and Development Manager
• Training and Development Coordinator
• Technical Trainer
• Instructor for Career and Technical fields at Community Colleges or Proprietary schools
• Staff positions or Leadership roles in the Community College or other higher education settings
• Instructional Technologists
• Curriculum designers or program planners
• Director of Adult Basic Education or a Literacy Council
• County Extension Agents
• Military Trainers
• Law Enforcement/Criminal Justice Trainers
• Staff in Civic, Social and Non-Profit Organizations
• Teachers of English as a Second Language (ESL) to Adults

**Admission Requirements**

• Baccalaureate degree
• Minimum of cumulative 2.50 GPA or 2.50 GPA in last 60 hours of undergraduate degree program
• Three recommendation letters from faculty and/or employers
• Two-page Essay on life and professional and/or academic background, accompanied by a cover letter of interest
• Advising session with Program Coordinator
• Resume
• Extemporaneous writing sample conducted on-site
• Official scores on the GRE or MAT

Requirements must be submitted to the Graduate Studies Office by the designated deadline of first semester of enrollment.

**Degree Requirements**

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ED 520</td>
<td>Education Research Literature and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>AHED 520</td>
<td>Professions and Practices in Adult and Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>AHED 526</td>
<td>Adult Learning and Development</td>
<td>3</td>
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<tr>
<td>AHED 527</td>
<td>Program Planning in Adult Education</td>
<td>3</td>
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<tr>
<td>AHED 528</td>
<td>Instructional Design and Methodology</td>
<td>4</td>
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<tr>
<td>AHED 530</td>
<td>Needs Assessment and Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>
AHED 532. Transformational Leadership and Human Relations 3

Instructional Technology (ITED) Elective. Choose 1 from:

ITED 511. Teaching with Emerging Technologies 3
ITED 523. Online Learning and Teaching

ITED 500 level course approved by advisor

Choose one 3sch course from:

COUN 512. Career Development and Information
COUN 520. Counseling Diverse Populations
COMM 520. Organizational Communication
COMM 525. Intercultural Communication
ENG 565. Grant and Proposal Writing
MGT 594. Organizational Behavior
AHED 589. Ind Study in AHED
AHED 597. Special Topics
ESL 572. Instruction for English Language Learners (ELLs)
ESL 575. United States Hispanic Culture and Civilization
ESL 593. United States Ethnic Minority Studies
AHED 513. Overview of Human Resource Development 3
AHED 514. Workforce Training and Development 3
AHED 588. Practicum in Adult/Higher Education 1
AHED 590

Total Minimum Hours 36

Graduate Courses in Adult and Higher Education

AHED 505. Higher Education in the 21st Century. 3 Hours.
The course presents an overview of the status of American higher education, specifically examining the social, political, and economic forces challenging institutions. Finance, federal and state governance, student demographics, curricular changes and academic leadership are key points of study.

AHED 508. Student Services Administration in Higher Education. 3 Hours.
This course is designed as an introduction to the roles, functions, and skills necessary for college student personnel professionals. Students will learn the theory and practices relative to the three basic approaches to the profession: counseling, student development, and organizational leadership. A cursory history of the profession will also be included, as well as current trends and issues.

AHED 513. Overview of Human Resource Development. 3 Hours.
This course is an introduction and overview to the discipline of Human Resource Development. The course addresses the processes of planning and implementing organizational training systems, assessing educational and developmental needs of employees, and examines the various applications of the HRD field used to enhance employee performance.

AHED 514. Workforce Training and Development. 3 Hours.
This is an overview of training and development processes and methods used in organizations to improve individual and organizational performance. Specific topics include the role and competencies of the training specialist, methods of conducting needs assessment and task analysis, adult learning and course design principles, delivery methods, evaluating training, and other developmental activities appropriate for the contemporary for-profit and non-profit work organization.

AHED 515. Organization Development. 3 Hours.
The field of Organization Development is one of three primary functions of the discipline of Human Resource Development, which is a focus area for the AHED program. This course presents an overview of how planned behavioral and socio-technical interventions, at the macro and micro levels, can improve the effectiveness of an organization as a whole. The role of the HRD professional, acting as change agent or facilitator, will be emphasized. Theoretical foundations and practical change strategies used in an OD process will be studied. Prerequisite: Graduate standing.

AHED 520. Professions and Practices in Adult and Higher Education. 3 Hours.
This course provides students a survey of the major dimensions of the field of adult education, an overview of its goals and purposes, constituencies, providers and agencies within the United States, and major figures that have contributed to the research and practice in the field. The course will explore the status of the profession in the United States, and the interrelationship of adult education and the contemporary higher education area.

AHED 526. Adult Learning and Development. 3 Hours.
This course focuses on adult learning theories and principles, characteristics of adults as learners, phases of the adult life and factors that influence the development of adults, particularly the cognitive and emotional. Various types of learning models are addressed, such as formal, incidental, informal and self-directed. Students also analyze learning styles, and the adult’s motivation for learning. Prerequisite: Graduate standing.
AHED 527. Program Planning in Adult Education. 3 Hours.
This course examines the principles and procedures in program planning for adult education forums, such as comprehensive training sessions, conferences, and symposiums. Students will be introduced to various models and theories for planning, current trends and issues, and skill areas including context analysis, budget planning, project management, ethical considerations, and program evaluation.

AHED 528. Instructional Design and Methodology. 4 Hours.
This course examines the principles and best practices of designing instruction for adult learners and methods to deliver content. Specific topics include lesson planning, content sequence, selection and use of methods, practices for the diverse classroom, platform skills for the teacher of adults, motivational techniques, and creating instructional materials for a variety of contexts. The course will cover traditional methods of instruction, as well as innovative approaches.

AHED 530. Needs Assessment and Evaluation. 3 Hours.
This course is segmented into two parts. Part I covers the models, theories and techniques applied in assessing an organization's educational/developmental needs to promote effective planning of employee development. Part II addresses how program goals and objectives may be evaluated from the broad organizational perspective down to the individual assessment of learning and change. Prerequisite: graduate standing.

AHED 532. Transformational Leadership and Human Relations. 3 Hours.
The course facilitates development of self, organization, and community through enactment of adult learning theory as it relates to transformational leadership values. The scope of study includes analysis of classic and current transformational leadership theory and the development and implementation of leadership and change projects: (1) self-study and (2) site study. Human relations skills are included as foundation to effective leadership and facilitating change in organizations. Areas of impact include higher education, adult education, healthcare, non-profit, faith-based organizations, local and state government, civil service, and other public and private organizations and agencies that function within dynamic settings requiring effective engagement of human and technological resources. This course is cross-listed with ITED 532. Prerequisite: graduate standing.

AHED 588. Practicum in Adult/Higher Education. 1 Hour.
This graduate capstone is a project-based course in which students design, develop and deliver a significant educational/training session to adult learners in an authentic context. This course is entirely independent in nature and highly experiential. An internship may also be arranged as a practicum, with inclusion of design/delivery of one instructional session for an adult audience. The student is expected to synthesize connections between the teaching experience and academic field of study.

AHED 589. Ind Study in AHED. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

AHED 597. Special Topics. 3 Hours.
This course is designed to teach students about interpersonal communication, application of theoretical concepts to the analysis of interpersonal interactions, become aware of individual strengths and weaknesses when functioning in interpersonal contexts, and to develop skills for more effective interpersonal relationships. Prerequisite: Graduate standing.

ED 520. Education Research Literature and Techniques. 3 Hours.
This course addresses the process and tools to locate, read, understand, and critique education research. The fundamental techniques of planning, conducting, and reporting qualitative and quantitative research will also be considered. Prerequisite: Must be admitted into the Alternative Certification Program.

Faculty
Dr. Gaynell Green
Associate Professor of Adult Education
Email: gaynell.green@tamut.edu

Master of Arts-Communication

Communication is the transmission of impressions, ideas, and information from one human to another. It may take place directly through live interaction, or indirectly through writing, telecommunications, or computer-mediated technology. It remains the skill set most in demand by employers in business and industry nationwide.

While many graduate programs focus narrowly on a single approach to communication or media studies, graduate and professional students today need integrated programs of study offering multiple frameworks of analysis and a comprehensive range of critical, research, experiential, and practical skills. 21st Century workplaces require generalists to adapt rapidly to new environments and technologies.

Texas has the fifth-highest employment level of media and communication workers in the country, contains the sixth most concentrated metropolitan area by employment level in this field, and pays these professionals the seventh-highest annual mean wage of all states nationwide.

As far as possible without diluting the quality and rigor of a graduate communication program, course delivery will vary among face-to-face, Web-based, and hybrid seminars, along with internships or service learning.

Communication Jobs and Careers

• Advertising
• Consulting
• Community Affairs
• Communication Education
• Corporate Communications
• Events Management
• Journalism
• Lobbying
• Marketing Research
• Media Relations
• Public Affairs
• Public Relations
• Publishing
• Social Marketing

(and many more)

Interested?
Please contact the Communication program faculty: Dr. Kevin Ells at (903) 223-3040 or kevin.ells@tamut.edu or Dr. Doug Julien at doug.julien@tamut.edu or the Graduate Studies office at graduate.studies@tamut.edu

Degree Requirements

The M.A. in Communication at A&M-Texarkana focuses on the social science research tradition in Communication Studies, including the theory and practice of Emerging Media (social networking and computer-mediated communication). The program will offer graduate students a comprehensive conceptual framework and skill set for proficient work in a wide range of rapidly-changing communication professions.

All graduates will earn six semester credit hours (SCH) of foundation course work in theory and research methods and at least 18 SCH in Communication overall. The M.A. in Communication will offer a completion option of either a thesis or a comprehensive examination. Thesis students will complete 24 SCH in coursework and 6 SCH for the Thesis. Non-thesis students will complete 30 SCH in coursework followed by a set of comprehensive exams.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>COMM 500</td>
<td>Theories of Communication</td>
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<tr>
<td>COMM 501</td>
<td>Communication Research Methods</td>
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<td>Prescribed Communication Electives</td>
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<tr>
<td>COMM 512</td>
<td>Interpersonal Communication</td>
<td></td>
</tr>
<tr>
<td>COMM 520</td>
<td>Organizational Communication</td>
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<tr>
<td>COMM 525</td>
<td>Intercultural Communication</td>
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<tr>
<td>COMM 530</td>
<td>Instructional Communication</td>
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<td>COMM 535</td>
<td>Strategic Communication</td>
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<td>COMM 540</td>
<td>Conflict Management</td>
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<td>COMM 545</td>
<td>Computer-Mediated Communication</td>
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<tr>
<td>COMM 550</td>
<td>Emerging Media Theory</td>
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<td>COMM 555</td>
<td>Media and Cultural Criticism</td>
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<tr>
<td>COMM 560</td>
<td>Legal and Ethical Issues in Emerging Media</td>
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<tr>
<td>COMM 565</td>
<td>Digital Applications in Emerging Media</td>
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<tr>
<td>COMM 570</td>
<td>Emerging Media Production</td>
<td></td>
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<tr>
<td>Option: Thesis OR Extra Communication courses plus comprehensive exam</td>
<td>6</td>
<td></td>
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<tr>
<td>Approved Electives</td>
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<tr>
<td>Total Hours</td>
<td>24-36</td>
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</table>

This curriculum was designed to support mastery of the program learning outcomes. Faculty have determined the following four Program Learning Outcomes (PLOs) will address job expectations and reflect anticipated workforce needs for the proposed degree.

Graduates will be able to:

1. Evaluate theoretical approaches to producing effective communication to meet specific professional requirements.
2. Conduct relevant research according to professional standards.
3. Apply effective communication strategies to the resolution of interpersonal communication challenges in organizational settings.
4. Demonstrate effective strategies to meet professional requirements using mediated communication.

COMM 500. Theories of Communication. 3 Hours.
This course is a detailed exploration of established theoretical traditions in the study of human communication: rhetorical studies, semiotics, systems theory, as well as socio-cultural, socio-psychological, phenomenological, and critical approaches.

COMM 501. Communication Research Methods. 3 Hours.
This is a course designed to investigate many of the methodological designs used by communication scholars including both quantitative and qualitative approaches. Experimental and non-experimental designs, data gathering procedures such as questionnaires, physiological and behavioral measures are studied. Qualitative measures including participant observation, focus groups, life histories, textual methodologies and in-depth interviews are examined. Perspectives for the philosophical and theoretical assumptions underlying each methodology are focal issues.

COMM 512. Interpersonal Communication. 3 Hours.
This course is designed to teach students about interpersonal communication, how to apply current theoretical concepts to the analysis of interpersonal interactions, and to become aware of applying theoretical concepts in interpersonal interactions in professional and personal arenas. Prerequisite: COMM 500 or COMM 501.

COMM 520. Organizational Communication. 3 Hours.
This is an examination of the study and practice of effective communication in organizations at the interpersonal, group, and systemic level whether face-to-face or electronically mediated. The course is designed to teach students how to create a comprehensive graduate-level research proposal or organizational communication intervention proposal. Prerequisite: COMM 500 or COMM 501.

COMM 525. Intercultural Communication. 3 Hours.
Exploring the nature of communication within and between cultures, this course serves as an introduction to foundational and contemporary concepts, practices, and processes of intercultural communication, methods of critical intercultural analysis, and the scholarly field of intercultural communication. The course will challenge students to think about their own cultural assumptions and examine the ways in which these assumptions differ from those held by people in other cultures. The class will engage these topics through multiple and diverse readings, class discussions, reflective writing assignments, and in-and after-class research activities. Prerequisite: COMM 500 or COMM 501.

COMM 530. Instructional Communication. 3 Hours.
Examination of the study and practice of effective instructional communication in classroom and training settings at the interpersonal, group, and systemic level whether face-to-face or electronically mediated. Prerequisite: COMM 500 with a grade of "C" or better, or COMM 501 with a grade of "C" or better.

COMM 535. Strategic Communication. 3 Hours.
This course focuses on public relations management functions in organizations. Students examine public relations contexts and case studies that exemplify how organizations apply strategic communication to solve public relations problems. The course stresses basic steps necessary in resolving a public relations problem or handling a public relations crisis. Prerequisite: COMM 500 or COMM 501.

COMM 540. Conflict Management. 3 Hours.
This course is designed to teach students about conflict management styles in organizations, interpersonal compliance-gaining strategies, and how to apply current theoretical concepts to conflict management situations such as mediation and negotiation. Prerequisite: COMM 500 or COMM 501.

COMM 545. Computer-Mediated Communication. 3 Hours.
This class focuses on the concepts, theories, and practices of interpersonal, group, and public communication mediated by networked electronic devices including social media applications. Prerequisite: COMM 500 with a grade of "C" or better, or COMM 501 with a grade of "C" or better.

COMM 550. Emerging Media Theory. 3 Hours.
This course focuses on contemporary New Media theory. Topics may range from video game theory, videographic criticism, media coverage, and design.

COMM 555. Media and Cultural Criticism. 3 Hours.
This course focuses on the intersection between media and cultural criticism. Topics may include gender, race, ideology, and formalism.

COMM 560. Legal and Ethical Issues in Emerging Media. 3 Hours.
This course is a detailed exploration of communication law and ethics with respect to electronically mediated communication in general and emerging social and digital media in particular. Prerequisite: COMM 500 or COMM 501.

COMM 565. Digital Applications in Emerging Media. 3 Hours.
This class focuses on the intersection between Emerging Media theory and practice and may focus on such digital tools as SPSS and the software within Adobe Creative Suite. Prerequisite: COMM 500.

COMM 570. Emerging Media Production. 3 Hours.
This class focuses on the intersection between Emerging Media theory and production and may focus on such digital tools as the software within Adobe Creative Suite. Prerequisite: COMM 550.
COMM 597. Special Topics in Communication. 3 Hours.
This three hour course offered by the Communication program is open to all graduate students. The course is designed to teach students about organizational communication and how to create a comprehensive graduate-level research proposal or organizational communication intervention proposal.

Faculty
Dr. Kevin Ells
Associate Professor
Email: kevin.ells@tamut.edu

Dr. Drew Morton
Associate Professor
Email: drew.morton@tamut.edu

Dr. Douglas Julien
Associate Professor
Email: doug.julien@tamut.edu

Counseling
Welcome and thank you for your interest in the Texas A&M University-Texarkana Counseling programs. The programs are designed to build and enhance the skill set needed to effectively provide professional counseling services in today’s clinical world. Texas A&M University-Texarkana offers two distinct counseling programs: Clinical Mental Health Counseling (CMHC) and School Counseling (SC).

The Clinical Mental Health Counseling program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) (http://www.cacrep.org). The School Counseling program is approved by the Texas Education Association (TEA) (http://tea.texas.gov).

Student interaction, real life clinical examples and rich discussion form the learning dynamic, while students are also provided an engaging and effective environment to stimulate critical thinking, writing skills and interpersonal communications.

Thanks for considering Texas A&M University-Texarkana. To learn more about the Graduate Programs at Texas A&M University-Texarkana, please visit the Graduate Studies website.

Mission Statement
The Texas A&M University-Texarkana Counseling Program, through high quality instruction and educational opportunities develops talented counselors, life-long learners and leaders in our field. Graduates of our program serve the mental health and educational needs of the diverse residents of Texas, boarder states, throughout the country, and around the world. Graduates are expected to serve as actively engaged agents of change in providing care for diverse populations. Through ethical practice and professional conduct, our graduates are expected to advocate for the field, serve their clients and meet the needs of an ever-changing world.

Master of Science in Counseling-School Counselor Certification
Admission Requirements
- Baccalaureate degree
- Minimum of cumulative 3.00 GPA
- Three current (within the last 6 months) letters of support from faculty, professional mentors, and/or employers.
- Letter of interest, commitment, and purpose to the program
- Resume
- Official scores on the GRE or MAT
- Successful in-person interview with the program faculty
- School Counselor certification requires a minimum of two years classroom teaching experience in a public or accredited private school. Certification requires additional application through the TK20 (https://tamut.tk20.com/campustoolshighered/start.do) system. Students admitted into the school counseling program must submit their application to TK20 prior to course enrollment.

Requirements must be submitted to the Graduate Studies Office by the designated deadline of first semester enrollment. Designated deadlines are listed below:
- June 1 - For Fall semester registration
• October 1 - For Spring semester registration
• March 1 - For Summer term registration

Degree Requirements

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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<th>Hours</th>
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<tr>
<td>COUN 510</td>
<td>Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>COUN 511</td>
<td>Introduction to Counseling Services</td>
<td>3</td>
</tr>
<tr>
<td>COUN 512</td>
<td>Career Development and Information</td>
<td>3</td>
</tr>
<tr>
<td>COUN 516</td>
<td>Pre-Practicum</td>
<td>3</td>
</tr>
<tr>
<td>COUN 517</td>
<td>Assessment in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 520</td>
<td>Counseling Diverse Populations</td>
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<td>COUN 523</td>
<td>School Counseling</td>
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<td>COUN 525</td>
<td>Practicum</td>
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<tr>
<td>COUN 528</td>
<td>Group Procedures in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 534</td>
<td>Counseling Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>PSY 540</td>
<td>Research Literature and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PSY 543</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 575</td>
<td>Ethics in Counseling and Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Minimum Hours for Degree 39

School Counselor certification requires a minimum of two years classroom teaching experience in a public or accredited private school. Certification requires additional application through the TK20 (https://tamut.tk20.com/campustoolshighered/start.do) system. Students admitted into the school counseling program must submit their application to TK20 prior to course enrollment. For additional information, contact the Teacher Certification Office at (903) 223-3048.

Graduate Courses for School Counselor

COUN 510. Counseling Theories. 3 Hours.
This course surveys the major theories of counseling and psychotherapy with emphasis on the application of these theories to counseling situations.

COUN 511. Introduction to Counseling Services. 3 Hours.
This course introduces students to the scope and purposes of the counseling profession. Standards of preparation, codes of ethics, professional organizations, and licensure and certification requirements will be studied. The importance of the essential characteristics of effective therapists will be examined. Prerequisite: Admitted into the Educator Preparation Program or by instructor permission.

COUN 512. Career Development and Information. 3 Hours.
This course combines the use of current career information and career development theories in career counseling. It provides an overview of evaluating educational, occupational, and personal social information for career development. The course will cover the nature of work, the dynamics of vocational choice and development, psychological and sociological factors in job selection, manpower trends, occupational surveys, job analysis, and recent publications dealing with these topics. The course may be taken concurrently with COUN 525 for Elementary School emphasis.

COUN 516. Pre-Practicum. 3 Hours.
Supervised experience in individual counseling will be provided in a laboratory setting. Demonstration of professional standards, counseling, skills, and personal characteristics appropriate to the counseling relationship is expected. This course must be taken within the first 12 hours of the program. Prerequisite: Admitted into the Educator Preparation Program or by instructor permission.

COUN 517. Assessment in Counseling. 3 Hours.
This course integrates theory and practice related to the use of standardized aptitude, achievement, and interest tests. The utilization of appraisal data for educational and vocational advising, placement, and follow up will be covered. Experience will be gained in the administration and interpretation of selected aptitude, achievement, and interest assessments.

COUN 520. Counseling Diverse Populations. 3 Hours.
This course focuses on the multicultural issues that may arise within the context of counseling clients. The course is designed to raise students’ awareness of their own values and their clients’ values, how these values may differ in the areas of race, gender, sexual orientation, religion, and socioeconomic class, and how these differences may impact the therapeutic relationship.

COUN 523. School Counseling. 3 Hours.
This course provides an overview of school and vocational counseling programs. An in-depth study of the functions of school counselors will be provided, which includes counseling, consulting, coordinating, and assessment services. Students will learn how to develop a comprehensive school counseling program, working with and serving students, teachers, staff, and administration.
COUN 525. Practicum. 3 Hours.
This course provides experience in applying counseling skills and techniques under supervision in placement settings. Instructors grade this course on a (S) satisfactory or (U) unsatisfactory basis. NOTE: Students who are working a full-time job are only allowed to register for one other course when taking Practicum. Prerequisite for School Counselor Option: COUN 510, COUN 511, COUN 516, COUN 528, PSY 575, and PSY 543 all with a grade of B or better. Prerequisite for Clinical Mental Health Counseling Option: COUN 510, COUN 511, COUN 516, COUN 528, PSY 503, PSY 543, and PSY 575 all with a grade of B or better. Students may take COUN 512, PSY 560, COUN 585, and COUN 541 concurrently with Practicum and must have prior approval of Practicum/Internship Coordinator prior to enrolling.

COUN 528. Group Procedures in Counseling. 3 Hours.
This course examines the dynamics of group process and practice with emphasis on theory and techniques of group leadership. A research paper on theory, procedure, or issues in group counseling is required. Prerequisite: COUN 511 and COUN 516 with grades of B or better, plus permission of the instructor.

COUN 530. Bereavement Counseling. 3 Hours.
This course is an in-depth study in counseling individuals who are coping with significant losses, dying, and death. Counseling theories and approaches, which assist people through the grief process, will be highlighted. Prerequisite: COUN 516.

COUN 534. Counseling Children and Adolescents. 3 Hours.
This course is a didactic and experiential course that prepares students to work with the special needs of children and adolescents. This course will focus on developmental needs, specific therapeutic interventions, and common emotional issues of children and adolescents. Group and individual counseling techniques will be practiced, and treatment options will be covered. Prerequisite: COUN 516.

COUN 536. Introduction to Trauma Counseling. 3 Hours.
This course provides an introduction to working with populations who have experienced trauma. The focus of the course is to assist counselors in training to become familiar with the symptoms, evaluation, and treatment processes associated with trauma. The course requires basic knowledge of crisis intervention, assessment, and counseling skills.

COUN 538. Advanced Counseling. 3 Hours.
This course is based on the skills necessary to work within the field of counseling. The focus of the course is to expand on current theories and methods of advanced therapy techniques required in the mental health professions. The course extends specific counseling skills and explores specific specialties within the field of counseling. Prerequisite: COUN 510.

COUN 540. Introduction to Play Therapy. 3 Hours.
This course is designed to (1) assist those who work with children in understanding the fundamental tenets of play therapy, (2) help participants develop an effective philosophy of and approach to play therapy, (3) increase participants’ understanding of the inner world and behavior of children, (4) help students connect with children on a feeling level, (5) promote self-awareness and self-understanding, (6) increase participants’ understanding of child development, particularly with children ages three to nine, (7) enhance participants’ sensitivity to and acceptance of others, and (8) equip students with beginning level play therapy skills. Prerequisite: COUN 516.

COUN 541. Counseling the Substance Abuser: Prevention, Intervention and Treatment. 3 Hours.
This course is based on the fundamental assumption that substance abusers and their families are a heterogeneous group and must be treated from an individualized perspective. Clients dealing with substance abuse issues vary in their behavior patterns, the physical effects of drugs on them, and the life consequences of their drinking or other drug use, their personality, their social environment, gender, culture, and other life-span variables. Counseling strategies need to fit the goals and needs of the individual client. The counselor must develop the skills needed to work either as a substance abuse specialist or as a generalist who must sometimes address substance abuse problems/issues. Each student will be able to describe the history and scope of drug use in the United States, developmental correlates, and cultural differences affecting drug and substance abuse. Students will be able to document their understanding of drugs and addictions, recovery, and social problems with citations from current research.

COUN 542. Assessment and Treatment of Addictive Disorders. 3 Hours.
This is an advanced course in addictions treatment with emphasis on the practical application of knowledge of addictions to help develop skills and attitudes expected of addiction professionals. Emphasis will be placed on the core functions of addiction counselors and the competencies modes of addiction. Prerequisite: COUN 541.

COUN 543. Core Functions and Competencies of Addiction Counseling. 3 Hours.
This is an advanced course in addictions treatment with emphasis on the practical application of knowledge of addictions to help develop skills and attitudes expected of addiction professionals. Emphasis will be placed on the core functions of addiction counselors and the competencies model of addiction. Prerequisite: COUN 541 and COUN 542.

COUN 585. Crisis Intervention: Theory and Practice. 3 Hours.
This course is an overview of crisis intervention. Major theoretical models of situational crises are examined and operationalized across a variety of service delivery systems. Students will develop conceptual competency necessary for professionals engaged in crisis interventions. Special emphasis is given to contemporary research in suicidology, disaster psychology, and crisis management for public schools. Topics of discussion include emergency situations such as natural disasters, terrorism, school violence, abuse, and crisis interventions with diverse populations. Prerequisite: COUN 516.

COUN 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.
COUN 597. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

PSY 540. Research Literature and Techniques. 3 Hours.
Students will review and research studies produced by investigators in student's major field with emphasis on investigative and verification techniques employed. Demonstrate competence in using systematic research techniques by investigation and formal reporting of a problem.

PSY 543. Human Growth and Development. 3 Hours.
This course examines physical, cognitive and psychosexual development across the human life span. Emphasis is given to the complex process that grows out of the interactions between a changing person and a changing world that continues throughout the entire life span.

PSY 575. Ethics in Counseling and Psychology. 3 Hours.
Students explore the range of ethical issues that professionals may encounter within the field of psychology. Through lecture, discussion, reading, and role-plays, students will explore such issues as ethical codes and ethical decision-making, boundaries of competence, confidentiality, dual relationships, insurance/third party payments, advertising, assessment, teaching, therapy, and research.

Faculty
Dr. Angela Harless
Assistant Professor
Email:

Dr. Tommie Hughes
Associate Professor
Email: tommie.hughes@tamut.edu

Dr. Enobong Inyang
Assistant Professor
Email: enobong.inyang@tamut.edu

Dr. Peter Racheotes
Professor
Email: peter.racheotes@tamut.edu

Master of Science in Counseling-Clinical Mental Health Counseling

Admission Requirements
- Baccalaureate degree
- Minimum of cumulative 3.00 GPA
- Three current (within the last 6 months) letters of support from faculty, professional mentors, and/or employers.
- Letter of interest, commitment, and purpose to the program
- Resume
- Successful in-person interview with program faculty
- Official scores on the GRE or MAT

Requirements must be submitted to the Graduate Studies Office by the designated deadline of first semester enrollment. Designated deadlines are listed below:
- June 1 - For Fall semester registration
- October 1 - For Spring semester registration
- March 1 - For Summer term registration

Faculty Contact: Dr. Peter Racheotes, Program Chair, peter.racheotes@tamut.edu; (peter.racheotes@tamut.edu) Dr. Enobong Inyang, einyang@tamut.edu; Dr. Teri Sartor; teri.sartor@tamut.edu (teri.sartor@tamut.edu)

Degree Requirements
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<tr>
<td>PSYC 2317</td>
<td>Statistical Methods in Psychology</td>
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</table>

Undergraduate Prerequisites

Major Courses
Graduate Courses in Counseling and Psychology

COUN 510. Counseling Theories. 3 Hours.
This course surveys the major theories of counseling and psychotherapy with emphasis on the application of these theories to counseling situations.

COUN 511. Introduction to Counseling Services. 3 Hours.
This course introduces students to the scope and purposes of the counseling profession. Standards of preparation, codes of ethics, professional organizations, and licensure and certification requirements will be studied. The importance of the essential characteristics of effective therapists will be examined. Prerequisite: Admitted into the Educator Preparation Program or by instructor permission.

COUN 512. Career Development and Information. 3 Hours.
This course combines the use of current career information and career development theories in career counseling. It provides an overview of evaluating educational, occupational, and personal social information for career development. The course will cover the nature of work, the dynamics of vocational choice and development, psychological and sociological factors in job selection, manpower trends, occupational surveys, job analysis, and recent publications dealing with these topics. The course may be taken concurrently with COUN 525 for Elementary School emphasis.

COUN 516. Pre-Practicum. 3 Hours.
Supervised experience in individual counseling will be provided in a laboratory setting. Demonstration of professional standards, counseling, skills, and personal characteristics appropriate to the counseling relationship is expected. This course must be taken within the first 12 hours of the program. Prerequisite: Admitted into the Educator Preparation Program or by instructor permission.

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This course integrates theory and practice related to the use of standardized aptitude, achievement, and interest tests. The utilization of appraisal data for educational and vocational advising, placement, and follow up will be covered. Experience will be gained in the administration and interpretation of selected aptitude, achievement, and interest assessments.

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COUN 522. School Counseling. 3 Hours.
This course provides an overview of school and vocational counseling programs. An in-depth study of the functions of school counselors will be provided, which includes counseling, consulting, coordinating, and assessment services. Students will learn how to develop a comprehensive school counseling program, working with and serving students, teachers, staff, and administration.
COUN 525. Practicum. 3 Hours.
This course provides experience in applying counseling skills and techniques under supervision in placement settings. Instructors grade this course on a (S) satisfactory or (U) unsatisfactory basis. NOTE: Students who are working a full-time job are only allowed to register for one other course when taking Practicum. Prerequisite for School Counselor Option: COUN 510, COUN 511, COUN 516, COUN 528, PSY 575, and PSY 543 all with a grade of B or better. Prerequisite for Clinical Mental Health Counseling Option: COUN 510, COUN 511, COUN 516, COUN 528, PSY 503, PSY 543, and PSY 575 all with a grade of B or better. Students may take COUN 512, PSY 560, COUN 585, and COUN 541 concurrently with Practicum and must have prior approval of Practicum/Internship Coordinator prior to enrolling.

COUN 526. Internship. 3-6 Hours.
This course entails advanced field experience in applying counseling skills and techniques under supervision in placement settings. Instructors grade this course on a (S) satisfactory or (U) unsatisfactory basis. NOTE: Students who are working a full-time job are only allowed to register for one other course when taking Internship. Prerequisite: COUN 512 with a grade of B or better and a satisfactory grade in COUN 525. Students must have prior permission of Practicum/Internship Coordinator in order to enroll in the course. Students are required to take 6 SCH of internship within a time period of two semesters and may not take more than 3 SCH of internship each semester.

COUN 528. Group Procedures in Counseling. 3 Hours.
This course examines the dynamics of group process and practice with emphasis on theory and techniques of group leadership. A research paper on theory, procedure, or issues in group counseling is required. Prerequisite: COUN 511 and COUN 516 with grades of B or better, plus permission of the instructor.

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COUN 542. Assessment and Treatment of Addictive Disorders. 3 Hours.
This is an advanced course in addictions treatment with emphasis on the practical application of knowledge of addictions to help develop skills and attitudes expected of addiction professionals. Emphasis will be placed on the core functions of addiction counselors and the competencies modes of addiction. Prerequisite: COUN 541.

COUN 543. Core Functions and Competencies of Addiction Counseling. 3 Hours.
This is an advanced course in addictions treatment with emphasis on the practical application of knowledge of addictions to help develop skills and attitudes expected of addiction professionals. Emphasis will be placed on the core functions of addiction counselors and the competencies model of addiction. Prerequisite: COUN 541 and COUN 542.
COUN 585. Crisis Intervention: Theory and Practice. 3 Hours.
This course is an overview of crisis intervention. Major theoretical models of situational crises are examined and operationalized across a variety of service delivery systems. Students will develop conceptual competency necessary for professionals engaged in crisis interventions. Special emphasis is given to contemporary research in suicidology, disaster psychology, and crisis management for public schools. Topics of discussion include emergency situations such as natural disasters, terrorism, school violence, abuse, and crisis interventions with diverse populations. Prerequisite: COUN 516.

COUN 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

COUN 597. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

PSY 503. Psychology of Behavior Disorders. 3 Hours.
This class prepares students to diagnose psychological disorders using the current diagnostic manual. Videotape cases will be used to illustrate the various types of disorders. Attention will also be given to gathering relevant information from the clinical interview, psychometrics, and other sources to assist in the diagnostic process. Prerequisite: PSY 316 or equivalent.

PSY 516. Psychological Theories of Learning. 3 Hours.
PSY 516 surveys the various theories of learning from classical and operant conditioning to cognitive developmental models and information processing. This course emphasizes application of appropriate theories to real life situations.

PSY 535. Behavior Modification. 3 Hours.
This course examines principles and techniques of behavior modification as it is applied to clinical, school, industrial and self-modification programs.

PSY 539. Advanced Psychological Statistics. 3 Hours.
Students will learn how to determine which statistical method is most appropriate for any given set of data. Students will also become adept in performing a variety of statistical computations as well as interpreting research results.

PSY 540. Research Literature and Techniques. 3 Hours.
Students will review and research studies produced by investigators in student's major field with emphasis on investigative and verification techniques employed. Demonstrate competence in using systematic research techniques by investigation and formal reporting of a problem.

PSY 541. Advanced Cognitive Psychology. 3 Hours.
Students will synthesize and analyze classic and contemporary readings in the cognitive sciences and apply their acquired knowledge of the subject to a variety of activities designed to provide firsthand experience in the field of cognitive psychology. Prerequisite: Graduate standing.

PSY 542. Advanced Physiological Psychology. 3 Hours.
This course examines the relationship between the brain and behavior. Students will study the anatomy of the central nervous system at a macroscopic and microscopic level, as well as the processes by which the nervous system interacts with the environment. Prerequisite: Graduate standing and PSYC 2317.

PSY 543. Human Growth and Development. 3 Hours.
This course examines physical, cognitive and psychosexual development across the human life span. Emphasis is given to the complex process that grows out of the interactions between a changing person and a changing world that continues throughout the entire life span.

PSY 544. Advanced Social Psychology. 3 Hours.
This course will examine the social influences on human behavior by reviewing current and historically relevant psychological research. Prerequisite: PSYC 2301.

PSY 545. Human Sexual Behavior. 3 Hours.
Human Sexual Behavior examines biological capabilities, psychological characteristics, and social and cultural influences on human sexual behavior. The course emphasizes the diversity of sexual learning, attitudes, and values. Students who have already completed PSY 445 are not eligible for this course. (Cross listed with PSY 445.)

PSY 546. Advanced Personality Theories. 3 Hours.
This course will survey both classic and current topics in advanced personality psychology with an emphasis on application to both observational and experimental research in the field. Students will participate in a class project to write a research proposal and have the opportunity to participate in completing the project and presenting at a professional conference. Prerequisite: PSYC 2301.

PSY 560. Clinical Assessment. 3 Hours.
This course provides students with historical perspective concerning the nature and meaning of assessment. It addresses basic concepts of standardized and non standardized methods of clinical assessment for a variety of clinical settings. Also addressed are the statistical and psychometric concepts of reliability and validity. The student will learn how the Mental Status Exam, Clinical Interview and MMPI-2 are used in clinical settings and how to perform these assessments complete to report writing. The student will learn how to evaluate the quality of testing instruments. Issues of diversity and ethical strategies for selecting, administering and interpreting assessment and evaluation instruments are addressed. Prerequisite: PSYC 2317.

PSY 572. Intelligence Testing. 3 Hours.
This class focuses on the assessment of intelligence of children, adolescents and adults. The course will familiarize students with the history, purpose and process of measuring intelligence. Students will administer, score, and interpret results on the WPPSI-III, WISC-IV and the WAIS-III.
PSY 575. Ethics in Counseling and Psychology. 3 Hours.
Students explore the range of ethical issues that professionals may encounter within the field of psychology. Through lecture, discussion, reading, and role-plays, students will explore such issues as ethical codes and ethical decision-making, boundaries of competence, confidentiality, dual relationships, insurance/third party payments, advertising, assessment, teaching, therapy, and research.

PSY 578. Marriage and Family Therapy. 3 Hours.
This is an examination of the application of relationship counseling theory to the study of marital systems and the application of family systems theory to the study of family dynamics. The focus will be on structural, strategic and system approaches. A combination of didactic and experiential methods is employed. Students are expected to be involved in role-playing and strategic exercises.

PSY 579. Psychopharmacology for Counselors. 3 Hours.
The course is a basic introduction to psychopharmacology non-medical counselors. Basic neuropsychological principles will be discussed and applied to relevant diagnostic groups involving various classes of psychopharmacological medications. The course will help counselors to understand client issues that pertain to psychopharmacology. It will equip the counselor-in-training to better understand psychopharmacology and to interact with medical personnel who prescribe psychotherapeutic medications. This training will allow counselors to understand how medications are used and how the application of various psychopharmacological medications can affect the counseling process.

PSY 581. Child and Adolescent Psychology. 3 Hours.
This course examines the bio-psychosocial issues of children and adolescents. Psychological theories and counseling interventions that address the emotional needs of children and adolescents are studied. Emphasis is given to the diagnosis of psychological disorders and psychological treatment.

PSY 589. Individual Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

PSY 597. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

Faculty
Dr. Angela Harless
Assistant Professor
Email:

Dr. Tommie Hughes
Associate Professor
Email: tommie.hughes@tamut.edu

Dr. Enobong Inyang
Assistant Professor
Email: enobong.inyang@tamut.edu

Dr. Peter Racheotes
Professor
Email: peter.racheotes@tamut.edu

Master of Science-Curriculum and Instruction

Admission Requirements
• Baccalaureate Degree
• Minimum of cumulative 3.0 GPA or 3.0 GPA in last 60 hours of undergraduate degree program
• Letter of intent completed in the testing center
• Passing Score on the TExES exam
• Resume
• Official Scores on the GRE or MAT

Requirements must be submitted to the Graduate Studies Office by the designated deadline of first semester of enrollment.

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ED 551  Effective Strategies for Student Success  3
ED 573  Leadership and Mentoring in Education  3
ED 590  Curriculum Alignment for School Improvement  3

Select three semester credit hours from the following:  3
ED 577  Public School Law for Teachers
ED 593  Teaching in a Multicultural Setting
ITED 520  Instructional Design and Development

Approved electives in one or two areas of concentration  1  18
Minimum Hours for Degree  36

1  Areas of concentration include a variety of academic disciplines such as English, History, Mathematics, Science, Mathematics Education, Science Education, Reading, Arts Integration and Instructional Technology.

Graduate Courses in Education

ED 500. Induction for Novice Teachers. 3 Hours.
Prerequisite: Employment in a local public school. This is systematic training and ongoing support for new teachers before the first day of public school and continuing throughout the first semester. Students in the Alternative Certification Program, those in POINTE: Partnering Opportunities Inspiring Novice Teacher Excellence (a Regents Initiative II program), and newly certified teachers are invited to participate to enhance their public school students achievement and for their own career satisfaction. The course will begin with two days in the summer of training for setting up their classrooms and gearing up for the first week of their teaching career. A Needs Assessment will be conducted during these sessions that will determine the topics of the speakers for the monthly seminars.

ED 503. Curriculum and Foundations for Teaching Young Children. 3 Hours.
In this course, students will study research-based program models and curricula appropriate for both early childhood and developmentally delayed children.

ED 506. Classroom Management and Basic Law for Teachers. 3 Hours.
This course presents all aspects of classroom management from organizing classroom space to strategies for dealing with student behavior. Basic Texas education laws will be presented ranging from contracts to the First Amendment in schools. This course will prepare the student to feel confident not only on the first day of school but for the entire year. Prerequisite: Must be admitted into the Alternative Certification Program.

ED 508. Introduction to Teaching. 3 Hours.
This course examines learning theories along with their impact on strategies for effective teaching. Educational measurement and evaluation (STAAR) used by schools will be studied. Prerequisite: Must be admitted into the Alternative Certification Program.

ED 510. Clinical Practicum for Initial Teacher Certification. 6 Hours.
This course provides practical work in the public school setting which includes clinical teaching for the Graduate/Alternative Certification Program (ACP). Clinical teachers participate for 15 weeks in a public school setting. Teaching by the clinical teacher is directed and supervised by an Instructional Leadership Team (ILT). A required orientation and seminars will be offered which address various legal and ethical issues of education as well as current educational topics. This course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 6 SCH. Prerequisite: Candidate must meet eligibility requirements for admission to the Alternative Certification Program and complete "Intent to do Clinical Practicum" by October 1.

ED 520. Education Research Literature and Techniques. 3 Hours.
This course addresses the process and tools to locate, read, understand, and critique education research. The fundamental techniques of planning, conducting, and reporting qualitative and quantitative research will also be considered. Prerequisite: Must be admitted into the Alternative Certification Program.

ED 530. Human Growth and Development for Educators. 3 Hours.
This course examines cognitive, physical, psychological, and social development of humans from conception through adolescence (0-20 years). Theoretical frameworks, critical issues, and current research pertaining to each life-stage are included. Educational implications of domain specific developmental factors are highlighted. Study of the overlay of creativity, resiliency, and focus of control are added psychological variables integrated for further understanding of developmental influences on student success and/or failure in learning and school. Prerequisite: Must be admitted into the Alternative Certification Program.

ED 547. Evaluating Learning. 3 Hours.
This course addresses formative and summative assessments of learning. Related statistical analysis concepts are also studied. Prerequisite: ED 520 and must be admitted into the Alternative Certification Program.

ED 551. Effective Strategies for Student Success. 3 Hours.
This course focuses on effective best-practice teaching and learning strategies aligned to the written and assessed curriculum. Emphasis is placed on the use of research-based instructional strategies in the classroom. Prerequisite: ED 520.
ED 557. Innovative Learner-Centered Strategies for Student Success. 3 Hours.
This course contains the professional body of knowledge necessary for the effective teaching of diverse learners for student success. Course emphasis is centered on understanding theories and strategies that address the needs of a diverse population in the public school systems. Prerequisite: Must be admitted into the Alternative Certification Program.

ED 570. Strategies in Composition. 3 Hours.
This course engages students in research and evaluation of teaching composition, remedial, and creative writing. In addition, each student researches an area of special interest within the field of composition studies, writes a review of this research, and presents a summary of findings in an oral presentation to the class. This course is cross listed with ENG 570. Prerequisite: Instructor permission. Corequisite: ED 571.

ED 571. Improving Students' Writing in the School. 3 Hours.
Students analyze current research in composition and writing across the curriculum, with special emphasis upon the theoretical approach developed by the National Writing Project. Further, after researching an area of special interest, each student applies theoretical principles by developing a unit of instruction and presenting a demonstration. This course is cross listed with ENG 571. Prerequisite: Instructor permission. Corequisite: ED 570.

ED 573. Leadership and Mentoring in Education. 3 Hours.
This course focuses on building leadership through research-based strategies. The role of the professional as consultant, mentor, and coach is discussed. Prerequisite: ED 520.

ED 577. Public School Law for Teachers. 3 Hours.
This course educates current and future teachers to become legally literate. A study of the federal and state legal framework will serve as the foundation for a more in-depth investigation of the impact of, and relationship between, constitutional, statutory, administrative, and judicial (case) law on a teacher's personal and professional life. Prerequisite: None.

ED 578. Global Studies in Education. 3 Hours.
This course addresses the concepts and theoretical approaches of comparative education and investigates relevant global issues through international field experience and cultural immersion. Prerequisite: Course requires travel outside of the United States.

ED 585. Alternative Certification Program Supervised Internship. 3 Hours.
This course provides supervised experiences for interns on Probationary Certificates. A total of six hours, over two semesters, must be earned to be recommended for a Standard Certificate. This course is graded on a Satisfactory (S) or Unsatisfactory (U) basis. Prerequisite: Meets admission requirements to the Alternative Certification Program and obtains Probationary Teaching Certification.

ED 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary. Prerequisite: Requires a student contract approved by the instructor and dean.

ED 590. Curriculum Alignment for School Improvement. 3 Hours.
This course addresses theories and related practices of applied curriculum leadership including topological and deep alignment of the written, taught, and tested curriculum. Students will study research-based curriculum-related elements of high performing schools. Prerequisite: ED 520.

ED 591. Interdisciplinary Curriculum Design. 3 Hours.
This course addresses theories and related practices of applied curriculum leadership including topological and deep alignment of the written, taught, and tested curriculum. Students will study research-based curriculum-related elements of high performing schools across disciplines within a specific context. Prerequisite: Participation in a TISD co-hort.

ED 592. Interdisciplinary Curriculum Delivery. 3 Hours.
This course focuses on effective best-practice teaching and learning strategies aligned to the written and assessed curriculum. Emphasis is placed on the use of research-based instructional strategies in the classroom within a specific context. Prerequisite: Participation in a TISD co-hort.

ED 593. Teaching in a Multicultural Setting. 3 Hours.
This course surveys the historical, psychological, social, and economic factors influencing pupil behavior in the public school setting. Students investigate in-depth cross-cultural studies and teaching strategies relating to subject matter and social-education experiences of major U.S. minority groups.

ED 597. Special Topics. 3 Hours.
This is an organized class designed to probe new curricula designs, instructional strategies, or evaluative techniques. May be repeated when topics vary.

ITED 520. Instructional Design and Development. 3 Hours.
This course provides students with experiences necessary to develop the knowledge, skills, and attitudes required for designing effective instruction that meets the needs of the information age. Students will explore the instructional systems development (ISD) process, from analysis through evaluation, and engage in authentic instruction design activities. This course replaces ITED 502 and 503. Prerequisite: Permission of the instructor.

Faculty
Dr. Teri Fowler
Associate Professor
Email: teri.fowler@tamut.edu
Master of Science in Curriculum and Instruction w/ ESL Education Concentration

Admission Requirements
- Baccalaureate Degree
- Minimum of cumulative 3.0 GPA or 3.0 GPA in last 60 hours of undergraduate degree program
- Three positive letters of academic recommendation
- Letter of interest and commitment
- Student will complete an on-site writing sample
- Resume
- Official Scores on the GRE or MAT

Requirements must be submitted to the Graduate Studies Office by the designated deadline of first semester of enrollment. Contact Graduate Studies Office for more information. Graduate.Studies@tamut.edu

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<td>ESL 500</td>
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<tr>
<td>ESL 572</td>
<td>Instruction for English Language Learners (ELLs)</td>
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<tr>
<td>ESL 575</td>
<td>United States Hispanic Culture and Civilization</td>
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<td>or ESL 593</td>
<td>United States Ethnic Minority Studies</td>
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<td>RDG 501</td>
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<td>RDG 562</td>
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<td>RDG 563</td>
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Graduate Courses

ED 520. Education Research Literature and Techniques. 3 Hours.
This course addresses the process and tools to locate, read, understand, and critique education research. The fundamental techniques of planning, conducting, and reporting qualitative and quantitative research will also be considered. Prerequisite: Must be admitted into the Alternative Certification Program.

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ED 547. Evaluating Learning. 3 Hours.
This course addresses formative and summative assessments of learning. Related statistical analysis concepts are also studied. Prerequisite: ED 520 and must be admitted into the Alternative Certification Program.

ED 551. Effective Strategies for Student Success. 3 Hours.
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ED 573. Leadership and Mentoring in Education. 3 Hours.
This course focuses on building leadership through research-based strategies. The role of the professional as consultant, mentor, and coach is discussed. Prerequisite: ED 520.

ED 590. Curriculum Alignment for School Improvement. 3 Hours.
This course addresses theories and related practices of applied curriculum leadership including topological and deep alignment of the written, taught, and tested curriculum. Students will study research-based curriculum-related elements of high performing schools. Prerequisite: ED 520.

ESL 500. Foundations of ESL Education. 3 Hours.
This course studies the conceptual, linguistic, sociological, historical, political, and legal foundations of ESL education. The course presents an overview of the types of ESL and bilingual programs and the principles of effective ESL education, as well as theory and research supporting best teaching practices for English Language Learners (ELLs). It studies the impact of legislation, family involvement, and community support in the education of immigrant children and, in particular, of ELLs. This course is aligned with the standards for ESL educators and prepares students for TeXes 154 ESL Supplemental.

ESL 572. Instruction for English Language Learners (ELLs). 3 Hours.
This course studies the conditions for developing English as a Second Language (ESL) and effective teaching strategies for the ESL classroom. It is the second language acquisition process and the factors that affect L2 development. It provides students with research-based teaching strategies for developing and assessing academic English. The course is aligned with the standards for ESL educators and prepares students for TeXes 154 ESL Supplemental.

ESL 575. United States Hispanic Culture and Civilization. 3 Hours.
This course explores the many facets of the Latina/o experience in the U.S. and the specific histories and cultures that mark the trajectories of individual Hispanic sub-ethnic groups and their representation including the history of the most representative Hispanic communities, including those that constitute the greatest part of the category “Latina/o.” Chicano/Mexican Americans, Puerto Ricans/Nuyoricans, and Cuban Americans. Course is taught in English.

ESL 582. Second Language Acquisition in Adults. 3 Hours.
This course studies the conditions for developing English as a second language (ESL) and effective teaching strategies for ESL acquisition by adult learners. It reviews the English system and the processes of first language (L1) and second language (L2) acquisition. The course analyzes the factors that affect second language development. It provides students with the materials and knowledge needed to participate in project based learning activities through the implementation of a plan to develop a community-based program for adult ESL learners. Course is concurrent with ESL 572.

ESL 593. United States Ethnic Minority Studies. 3 Hours.
This course examines the diverse cultural, artistic, economic, historical, political, and social aspects of US ethnic minority communities. Course surveys the historical, psychological, social and economic factors influencing ethnic minorities’ life in the United States. The course is an in-depth cross-cultural study of the major US ethnic minority groups in the US, with an emphasis on the study of minority groups in Northeast Texas and surrounding areas. The course opens awareness of diversity, tolerance, and of the values of the minority ethnic cultures and their contributions to the makeup of the general American culture. It also deals with implications for teaching adult learners and learners in school settings that uses an approach to multicultural education. We will explore these issues through readings, discussions, lectures, films, short stories, field trips, and observation.

ITED 511. Teaching with Emerging Technologies. 3 Hours.
The Web 2.0 and other emerging learning technologies have the potential to provide effective and powerful learning environments in which learners can develop skills the information age require. This course explores innovative ways of utilizing emerging technologies to facilitate learning and to improve the way we teach. Topics include blogs, podcasts, wikis, online social networks, virtual worlds, and digital game-based learning. Prerequisite: Instructor permission required.

RDG 501. Fundamentals of Reading Instruction. 3 Hours.
This course provides the essential reading skills and teaching techniques for pre-service teachers. Additionally, the course covers effective components of reading instruction, along with research-based student interventions. Prerequisite: Must be admitted into Alternative Certification Program.

RDG 562. Prescriptive Reading. 3 Hours.
This course provides a framework for examining reading difficulties in all components of reading instruction. Effective assessment techniques and strategies to scaffold student learning will be discussed. Prerequisite: Must be admitted into Alternative Certification Program.

RDG 563. Teaching Reading in the Content Area. 3 Hours.
This course assists the content area teacher in acquiring the necessary understandings and techniques to more effectively facilitate learning from textbooks. Prerequisite: Must be admitted into Alternative Certification Program.
Master of Science Curriculum and Instruction-Master Mathematics Teacher Certification

Admission Requirements

- Baccalaureate Degree
- Minimum of cumulative 3.0 GPA or 3.0 GPA in last 60 hours of undergraduate degree program
- Letter of intent completed in the testing center
- Passing Score on the TExES exam
- Resume
- Official Scores on the GRE or MAT
- MMT Certification requires additional application through the TK20 (https://tamut.tk20.com/campustoolshighered/start.do) system.

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| ¹ Areas of concentration include education, special education, english, history, mathematics, science, science education, arts, reading, adult education, and instructional technology.

MMT Certification requires additional application through the Teacher Certification Office.

Graduate Courses in Mathematics Education

ED 520. Education Research Literature and Techniques. 3 Hours.
This course addresses the process and tools to locate, read, understand, and critique education research. The fundamental techniques of planning, conducting, and reporting qualitative and quantitative research will also be considered. Prerequisite: Must be admitted into the Alternative Certification Program.

ED 547. Evaluating Learning. 3 Hours.
This course addresses formative and summative assessments of learning. Related statistical analysis concepts are also studied. Prerequisite: ED 520 and must be admitted into the Alternative Certification Program.
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This course educates current and future teachers to become legally literate. A study of the federal and state legal framework will serve as the foundation for a more in-depth investigation of the impact of, and relationship between, constitutional, statutory, administrative, and judicial (case) law on a teacher’s personal and professional life. Prerequisite: None.

ED 590. Curriculum Alignment for School Improvement. 3 Hours.
This course addresses theories and related practices of applied curriculum leadership including topological and deep alignment of the written, taught, and tested curriculum. Students will study research-based curriculum-related elements of high performing schools. Prerequisite: ED 520.

ED 593. Teaching in a Multicultural Setting. 3 Hours.
This course surveys the historical, psychological, social, and economic factors influencing pupil behavior in the public school setting. Students investigate in-depth cross-cultural studies and teaching strategies relating to subject matter and social-education experiences of major U.S. minority groups.

ITED 520. Instructional Design and Development. 3 Hours.
This course provides students with experiences necessary to develop the knowledge, skills, and attitudes required for designing effective instruction that meets the needs of the information age. Students will explore the instructional systems development (ISD) process, from analysis through evaluation, and engage in authentic instruction design activities. This course replaces ITED 502 and 503. Prerequisite: Permission of the instructor.

MAED 501. Number Concepts and Algebra. 3 Hours.
This course is for elementary mathematics teachers seeking certification as Master Mathematics Teachers. The course provides a rigorous study of the concepts and applications of number concepts and algebra for the elementary classroom from advanced theoretical, historical, and pedagogical viewpoints. A research component will be required. Appropriate computer software and hand held technologies will be utilized. Prerequisite: Acceptance into the Master Mathematics Teacher Certification Program or instructor approval.

MAED 502. Patterns and Geometry. 3 Hours.
This course is for elementary mathematics teachers seeking certification as Master Mathematics Teachers. The course provides a rigorous study of the concepts and applications of patterns and geometry for the elementary classroom from advanced theoretical, historical, and pedagogical viewpoints. A research component will be required. Appropriate computer software and hand held technologies will be utilized. Prerequisite: Acceptance into the Master Mathematics Teacher Certificate Program or instructor approval.

MAED 503. Measurement, Probability and Statistics. 3 Hours.
This course is for elementary mathematics teachers seeking certification as Master Mathematics Teachers. The course provides a rigorous study of the concepts and applications of measurement, probability and statistics for the elementary classroom from advanced theoretical, historical and pedagogical viewpoints. A research component will be required. Appropriate computer software and hand held technologies will be utilized. Prerequisite: Acceptance into the Master Mathematics Teacher Certificate Program or instructor approval.

MAED 520. Mathematics Methods for Secondary Education. 3 Hours.
The course is designed to provide experience with methods for teaching mathematics at the secondary level. Course content will focus on mathematics instruction and contemporary topics as outlined by the NCTM Principles and Standards for School Mathematics. Course instruction is designed to help the mathematics teacher understand how to better plan, develop, and implement teaching methods and strategies in the classroom. Appropriate computer software and hand held technologies will be utilized. Offered in the summer as needed. Prerequisite: At least 24 hours of undergraduate mathematics or instructor approval.

MAED 529. Workshop in Mathematics Education. 3 Hours.
This course is designed to provide in-service mathematics teachers with content knowledge and pedagogical techniques for teaching mathematics to grades K-12. Topics include problem solving, numbers and operations, patterns, functions, algebra, geometry and measurement, data analysis, statistics, probability, trigonometry, and calculus. Appropriate computer software and hand held technologies will be utilized. This class is offered in the summer as needed and may be repeated when topics vary. Prerequisite: At least 12 hours of undergraduate mathematics or instructor approval.

MAED 540. Problem Solving for Elementary Teachers. 3 Hours.
This course is designed to extend the participants' knowledge and skills in teaching elementary mathematical concepts utilizing exploration, conjecture, communication, and reasoning strategies. There will be an emphasis on using logic and evidence rather than the textbook as authority; critical thinking rather than memorization, and problem solving rather than repetition, and the connection of concepts to real-world applications. Students will be challenged to expand and modify their current notions about effective elementary mathematical teaching. A research component will be required. Appropriate computer software and hand held technologies will be utilized. Prerequisite: At least 12 hours of undergraduate mathematics or instructor approval.

MAED 589. Individual Study. 3 Hours.
This course provides an option for individualized instruction and research. It may be repeated when topics vary. Prerequisite: Instructor approval.
MAED 597. Special Topics. 3 Hours.
This is an organized class and may be repeated when topics vary. Prerequisite: Instructor approval.

Faculty
Dr. Teri Fowler
Associate Professor
Email: teri.fowler@tamut.edu

Master of Science Curriculum and Instruction-Professional Educational Diagnostician Certification

Admission Requirements

- Baccalaureate degree
- Minimum of cumulative 3.0 GPA or 3.0 GPA in last 60 hours of undergraduate degree program
- Letter of intent completed in the testing center
- Passing score on the TExES exam
- Resume
- Official scores on the GRE or MAT
- Educational Diagnostician certification requires additional application through the TK20 (https://tamut.tk20.com/campustoolshighered/start.do) system.

Requirements must be submitted to the Graduate Studies Office by the designated deadline of first semester of enrollment.

Degree Requirements
Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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<td>SPED 525</td>
<td>Special Education Law</td>
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<td></td>
<td>SPED 541</td>
<td>Assessment and Instructional Planning</td>
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<td>SPED 542</td>
<td>Methods for Exceptional Learners I</td>
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<tr>
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<td>or SPED 543</td>
<td>Methods for Exceptional Learners II</td>
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<td>SPED 547</td>
<td>Cognitive Assessment</td>
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<td>SPED 548</td>
<td>Instructional Planning for Diagnosticians</td>
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<td>SPED 549</td>
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<td>SPED 585</td>
<td>Practicum for Educational Diagnosticians</td>
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<td>Supporting Courses</td>
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<td>Select three semester credit hours in RDG, PSY, COUN, or ITED Electives</td>
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<td>Minimum Hours for Degree</td>
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1 Prerequisite: Introduction to Exceptional Children Course (graduate or undergraduate course) within the last 5 years
2 Prerequisite: Statistical methods course (may be undergraduate or graduate level)

Graduate Courses in Special Education Diagnostician
ED 520. Education Research Literature and Techniques. 3 Hours.
This course addresses the process and tools to locate, read, understand, and critique education research. The fundamental techniques of planning, conducting, and reporting qualitative and quantitative research will also be considered. Prerequisite: Must be admitted into the Alternative Certification Program.
ED 530. Human Growth and Development for Educators. 3 Hours.
This course examines cognitive, physical, psychological, and social development of humans from conception through adolescence (0-20 years). Theoretical frameworks, critical issues, and current research pertaining to each life-stage are included. Educational implications of domain specific developmental factors are highlighted. Study of the overlay of creativity, resiliency, and focus of control are added psychological variables integrated for further understanding of developmental influences on student success and/or failure in learning and school. Prerequisite: Must be admitted into the Alternative Certification Program.

SPED 520. Technology for Inclusion. 3 Hours.
This course focuses on developing students’ understanding of learners with special needs and the use of assistive technologies (AT) to meet the needs of such learners in inclusive settings. Students will investigate inclusion, accessible design, and using technology to meet the objectives of Individualized Education Plans of students with disabilities.

SPED 525. Special Education Law. 3 Hours.
This course explores special education legislation (federal and state) influencing the current practices in public and private schools, agencies, communities, and public services relative to individuals with disabilities.

SPED 541. Assessment and Instructional Planning. 3 Hours.
This course provides the student with experiences to develop competency in informal assessment procedures that address processing and learning. Students link the results of neurodevelopment assessment, curriculum-based assessment, and performance-based assessment to individualized instructional planning.

SPED 542. Methods for Exceptional Learners I. 3 Hours.
This course prepares teachers to meet the need of learners with moderate to severe disabilities, ages 3 to 21 years. The course content focuses on: methods of instruction for students with moderate to severe disabilities, research-based instructional interventions demonstrated to be effective with this specific population, and strategies to measure, document, and track student performance for the purpose of making evidence-based decisions and planning.

SPED 547. Cognitive Assessment. 4 Hours.
This course provides the students with experiences to develop competent skills in individual cognitive assessment for children, adolescents, and adults. Specific emphasis is on the administration and interpretation of formal standardized instruments. Prerequisite: SPED 549.

SPED 548. Instructional Planning for Diagnosticians. 3 Hours.
This course provides the students with experiences needed to develop legal and educationally beneficial Individual Education Programs (IEPs). Students use assessment results to write Individualized Educational Plan goals, and investigate collaborative planning key stakeholders. Prerequisite: SPED 547 and SPED 549.

SPED 549. Achievement Assessment. 4 Hours.
This course emphasizes the administration of formal standardized instruments, and the use of results for instructional planning.

SPED 566. Behavior Management and Motivation. 3 Hours.
This course examines motivational and behavior management theories and strategies. The use of functional behavioral assessment, as well as its application to intervention planning, is emphasized along with current research, issues, and trends.

SPED 585. Practicum for Educational Diagnosticians. 1 Hour.
This course provides a platform for students in the Educational Diagnostician program to actively "shadow" a practicing diagnostician while they complete their professional activities in public school in meeting time management, assessment, collaboration, legal and ethical requirements of their position. Additionally, students will demonstrate competency in administering individual cognitive assessments using the Wechsler Intelligence Tests and Woodcock-Johnson Cognitive Assessment Battery for purposes of eligibility determination, diagnosis, and individualized instructional planning.

Faculty
Dr. Frank Mullins
Associate Professor
Email: frank.mullins@tamut.edu

Dr. Janis Murdock
Assistant Professor
Email: jmurdock@tamut.edu

Master of Science Curriculum and Instruction-Reading Specialist Certification

Admission Requirements
- Baccalaureate Degree
- Minimum of cumulative 3.0 GPA or 3.0 GPA in last 60 hours of undergraduate degree program
- Letter of intent completed in the testing center
• Passing Score on the TExES exam
• Resume
• Official Scores on the GRE or MAT
• Reading Specialist certification requires additional application through the TK20 (https://tamut.tk20.com/campustoolshighered/start.do) system.

Requirements must be submitted to the Graduate Studies Office by the designated deadline of first semester enrollment.

**Degree Requirements**

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<td>ED 573</td>
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<td>ED 590</td>
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<td>Public School Law for Teachers</td>
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<td>ED 593</td>
<td>Teaching in a Multicultural Setting</td>
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<td>RDG 561</td>
<td>Clinical Practicum in Reading</td>
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<td>RDG 562</td>
<td>Prescriptive Reading</td>
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<td>ENG 555</td>
<td>Linguistics</td>
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Reading Specialist certification requires additional application through the Teacher Certification Office.

**Graduate Courses in Reading Specialist**

**ED 520. Education Research Literature and Techniques. 3 Hours.**
This course addresses the process and tools to locate, read, understand, and critique education research. The fundamental techniques of planning, conducting, and reporting qualitative and quantitative research will also be considered. Prerequisite: Must be admitted into the Alternative Certification Program.

**ED 547. Evaluating Learning. 3 Hours.**
This course addresses formative and summative assessments of learning. Related statistical analysis concepts are also studied. Prerequisite: ED 520 and must be admitted into the Alternative Certification Program.

**ED 550. Human Growth and Development for Educators. 3 Hours.**
This course examines cognitive, physical, psychological, and social development of humans from conception through adolescence (0-20 years). Theoretical frameworks, critical issues, and current research pertaining to each life-stage are included. Educational implications of domain specific developmental factors are highlighted. Study of the overlay of creativity, resiliency, and focus of control are added psychological variables integrated for further understanding of developmental influences on student success and/or failure in learning and school. Prerequisite: Must be admitted into the Alternative Certification Program.

**ED 551. Effective Strategies for Student Success. 3 Hours.**
This course focuses on effective best-practice teaching and learning strategies aligned to the written and assessed curriculum. Emphasis is placed on the use of research-based instructional strategies in the classroom. Prerequisite: ED 520.

**ED 573. Leadership and Mentoring in Education. 3 Hours.**
This course focuses on building leadership through research-based strategies. The role of the professional as consultant, mentor, and coach is discussed. Prerequisite: ED 520.
ED 577. Public School Law for Teachers. 3 Hours.
This course educates current and future teachers to become legally literate. A study of the federal and state legal framework will serve as the foundation for a more in-depth investigation of the impact of, and relationship between, constitutional, statutory, administrative, and judicial (case) law on a teacher's personal and professional life. Prerequisite: None.

ED 590. Curriculum Alignment for School Improvement. 3 Hours.
This course addresses theories and related practices of applied curriculum leadership including topological and deep alignment of the written, taught, and tested curriculum. Students will study research-based curriculum-related elements of high performing schools. Prerequisite: ED 520.

ED 593. Teaching in a Multicultural Setting. 3 Hours.
This course surveys the historical, psychological, social, and economic factors influencing pupil behavior in the public school setting. Students investigate in-depth cross-cultural studies and teaching strategies relating to subject matter and social-education experiences of major U.S. minority groups.

ENG 555. Linguistics. 3 Hours.
This course offers an introduction to principles of how language develops, changes and functions. The course focuses on the differences among world languages, the history of the English language, and analysis of modern English phonology, morphology and syntax (sound, units of meaning, word order).

ITED 520. Instructional Design and Development. 3 Hours.
This course provides students with experiences necessary to develop the knowledge, skills, and attitudes required for designing effective instruction that meets the needs of the information age. Students will explore the instructional systems development (ISD) process, from analysis through evaluation, and engage in authentic instruction design activities. This course replaces ITED 502 and 503. Prerequisite: Permission of the instructor.

RDG 560. Diagnostic and Remedial Reading. 3 Hours.
This course focuses on evidence based reading interventions for the struggling reader. The essential components of effective reading instruction, scientifically based reading strategies, and appropriate literacy assessments will be addressed. This course will assist the reading teacher/specialist in acquiring the necessary understandings and techniques to close achievement gaps in reading.

RDG 561. Clinical Practicum in Reading. 3 Hours.
This course focuses on evidence based reading instruction. The features of effective reading instruction, scientifically based reading strategies, and appropriate literacy assessments will be applied in a clinical setting. This course will assist the reading teacher/specialist in acquiring the necessary understandings and techniques to facilitate reading instruction for all students.

RDG 562. Prescriptive Reading. 3 Hours.
This course provides a framework for examining reading difficulties in all components of reading instruction. Effective assessment techniques and strategies to scaffold student learning will be discussed. Prerequisite: Must be admitted into Alternative Certification Program.

RDG 563. Teaching Reading in the Content Area. 3 Hours.
This course assists the content area teacher in acquiring the necessary understandings and techniques to more effectively facilitate learning from textbooks. Prerequisite: Must be admitted into Alternative Certification Program.

Faculty
Dr. Teri Fowler
Associate Professor
Email: teri.fowler@tamut.edu

Master of Science in Curriculum and Instruction- Special Education

Admission Requirements

- Baccalaureate Degree
- Minimum of cumulative 3.0 GPA or 3.0 GPA in last 60 hours of undergraduate degree program
- Letter of intent completed in the testing center
- Passing Score on the TExES exam
- Resume
- Official Scores on the GRE or MAT
- Consent form signed to allow graduate studies office to access TeXes or Praxis scores

Requirements must be submitted to the Graduate Studies Office by the designated deadline of first semester of enrollment.

Faculty Contact: Dr. Martha Harris, (903) 223-3086, marty.harris@tamut.edu

Degree Requirements

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.
Graduate Courses in Special Education

**ED 520. Education Research Literature and Techniques. 3 Hours.**
This course addresses the process and tools to locate, read, understand, and critique education research. The fundamental techniques of planning, conducting, and reporting qualitative and quantitative research will also be considered. Prerequisite: Must be admitted into the Alternative Certification Program.

**ED 530. Human Growth and Development for Educators. 3 Hours.**
This course examines cognitive, physical, psychological, and social development of humans from conception through adolescence (0-20 years). Theoretical frameworks, critical issues, and current research pertaining to each life-stage are included. Educational implications of domain specific developmental factors are highlighted. Study of the overlay of creativity, resiliency, and focus of control are added psychological variables integrated for further understanding of developmental influences on student success and/or failure in learning and school. Prerequisite: Must be admitted into the Alternative Certification Program.

**ED 547. Evaluating Learning. 3 Hours.**
This course addresses formative and summative assessments of learning. Related statistical analysis concepts are also studied. Prerequisite: ED 520 and must be admitted into the Alternative Certification Program.

**ED 551. Effective Strategies for Student Success. 3 Hours.**
This course focuses on effective best-practice teaching and learning strategies aligned to the written and assessed curriculum. Emphasis is placed on the use of research-based instructional strategies in the classroom. Prerequisite: ED 520.

**ED 573. Leadership and Mentoring in Education. 3 Hours.**
This course focuses on building leadership through research-based strategies. The role of the professional as consultant, mentor, and coach is discussed. Prerequisite: ED 520.

**ED 590. Curriculum Alignment for School Improvement. 3 Hours.**
This course addresses theories and related practices of applied curriculum leadership including topological and deep alignment of the written, taught, and tested curriculum. Students will study research-based curriculum-related elements of high performing schools. Prerequisite: ED 520.

**SPED 520. Technology for Inclusion. 3 Hours.**
This course focuses on developing students’ understanding of learners with special needs and the use of assistive technologies (AT) to meet the needs of such learners in inclusive settings. Students will investigate inclusion, accessible design, and using technology to meet the objectives of Individualized Education Plans of students with disabilities.

**SPED 540. Introduction to Exceptionalities. 3 Hours.**
This course provides teachers with a foundational knowledge and basic understandings needed to work with students with exceptionalities. Students will investigate the learning and behavioral characteristics of students with exceptionalities and laws relative to this population. Prerequisite: Must be admitted into Alternative Certification Program.
SPED 541. Assessment and Instructional Planning. 3 Hours.
This course provides the student with experiences to develop competency in informal assessment procedures that address processing and learning. Students link the results of neurodevelopment assessment, curriculum-based assessment, and performance-based assessment to individualized instructional planning.

SPED 542. Methods for Exceptional Learners I. 3 Hours.
This course prepares teachers to meet the need of learners with moderate to severe disabilities, ages 3 to 21 years. The course content focuses on: methods of instruction for students with moderate to severe disabilities, research-based instructional interventions demonstrated to be effective with this specific population, and strategies to measure, document, and track student performance for the purpose of making evidence-based decisions and planning.

SPED 543. Methods for Exceptional Learners II. 3 Hours.
This course prepares teachers to meet the needs of learners with mild to moderate disabilities, ages 3 to 21 years. The course content focuses on: (1) methods of instruction for students with mild to moderate disabilities in inclusive settings; (2) research-based instructional interventions demonstrated to be effective with this specific population, and (3) strategies to measure, document, and track student performance for the purposes of making evidence-based decisions and planning.

SPED 566. Behavior Management and Motivation. 3 Hours.
This course examines motivational and behavior management theories and strategies. The use of functional behavioral assessment, as well as its application to intervention planning, is emphasized along with current research, issues, and trends.

Faculty
Dr. Frank Mullins
Associate Professor
Email: frank.mullins@tamut.edu

Dr. Janis Murdock
Assistant Professor
Email: jmurdock@tamut.edu

Master of Science in Curriculum and Instruction w/ Teaching Certification

Admission Requirements for Degree

- Baccalaureate Degree
- Minimum of cumulative 3.0 GPA or 3.0 GPA in last 60 hours of undergraduate degree program
- Letter of intent completed in the testing center
- Passing Score on the TExES exam
- Resume
- Official Scores on the GRE or MAT

Requirements must be submitted to the Graduate Studies Office by the designated deadline of first semester of enrollment.

Review Admission Criteria and Application on website and on the TK20 (https://tamut.tk20.com/campustoolshighered/start.do) website. For more info contact Certification Officer (903) 223-3048.

Faculty Contact: Dr. Teri Fowler, (903) 223-3126, teri.fowler@tamut.edu

Degree Requirements

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<td>ED 557</td>
<td>Innovative Learner-Centered Strategies for Student Success ¹</td>
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<td>ITED 511</td>
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Education Concentration
**Graduate Courses in Education**

**ED 506. Classroom Management and Basic Law for Teachers. 3 Hours.**
This course presents all aspects of classroom management from organizing classroom space to strategies for dealing with student behavior. Basic Texas education laws will be presented ranging from contracts to the First Amendment in schools. This course will prepare the student to feel confident not only on the first day of school but for the entire year. Prerequisite: Must be admitted into the Alternative Certification Program.

**ED 508. Introduction to Teaching. 3 Hours.**
This course examines learning theories along with their impact on strategies for effective teaching. Educational measurement and evaluation (STAAR) used by schools will be studied. Prerequisite: Must be admitted into the Alternative Certification Program.

**ED 520. Education Research Literature and Techniques. 3 Hours.**
This course addresses the process and tools to locate, read, understand, and critique education research. The fundamental techniques of planning, conducting, and reporting qualitative and quantitative research will also be considered. Prerequisite: Must be admitted into the Alternative Certification Program.

**ED 530. Human Growth and Development for Educators. 3 Hours.**
This course examines cognitive, physical, psychological, and social development of humans from conception through adolescence (0-20 years). Theoretical frameworks, critical issues, and current research pertaining to each life-stage are included. Educational implications of domain specific developmental factors are highlighted. Study of the overlay of creativity, resiliency, and focus of control are added psychological variables integrated for further understanding of developmental influences on student success and/or failure in learning and school. Prerequisite: Must be admitted into the Alternative Certification Program.

**ED 547. Evaluating Learning. 3 Hours.**
This course addresses formative and summative assessments of learning. Related statistical analysis concepts are also studied. Prerequisite: ED 520 and must be admitted into the Alternative Certification Program.

**ED 557. Innovative Learner-Centered Strategies for Student Success. 3 Hours.**
This course contains the professional body of knowledge necessary for the effective teaching of diverse learners for student success. Course emphasis is centered on understanding theories and strategies that address the needs of a diverse population in the public school systems. Prerequisite: Must be admitted into the Alternative Certification Program.

**ED 573. Leadership and Mentoring in Education. 3 Hours.**
This course focuses on building leadership through research-based strategies. The role of the professional as consultant, mentor, and coach is discussed. Prerequisite: ED 520.

**ED 590. Curriculum Alignment for School Improvement. 3 Hours.**
This course addresses theories and related practices of applied curriculum leadership including topological and deep alignment of the written, taught, and tested curriculum. Students will study research-based curriculum-related elements of high performing schools. Prerequisite: ED 520.

**ITED 511. Teaching with Emerging Technologies. 3 Hours.**
The Web 2.0 and other emerging learning technologies have the potential to provide effective and powerful learning environments in which learners can develop skills the information age require. This course explores innovative ways of utilizing emerging technologies to facilitate learning and to improve the way we teach. Topics include blogs, podcasts, wikis, online social networks, virtual worlds, and digital game-based learning. Prerequisite: Instructor permission required.

**SPED 540. Introduction to Exceptionalities. 3 Hours.**
This course provides teachers with a foundational knowledge and basic understandings needed to work with students with exceptionalities. Students will investigate the learning and behavioral characteristics of students with exceptionalities and laws relative to this population. Prerequisite: Must be admitted into Alternative Certification Program.
RDG 501. Fundamentals of Reading Instruction. 3 Hours.
This course provides the essential reading skills and teaching techniques for pre-service teachers. Additionally, the course covers effective components of reading instruction, along with research-based student interventions. Prerequisite: Must be admitted into Alternative Certification Program.

RDG 562. Prescriptive Reading. 3 Hours.
This course provides a framework for examining reading difficulties in all components of reading instruction. Effective assessment techniques and strategies to scaffold student learning will be discussed. Prerequisite: Must be admitted into Alternative Certification Program.

RDG 563. Teaching Reading in the Content Area. 3 Hours.
This course assists the content area teacher in acquiring the necessary understandings and techniques to more effectively facilitate learning from textbooks. Prerequisite: Must be admitted into Alternative Certification Program.

Faculty
Dr. Teri Fowler
Associate Professor
Email: teri.fowler@tamut.edu

Master of Education (MEd)-Education Leadership; Principal Certification

The department of Education Leadership is proud to offer a 30-hour Master of Education in Education Leadership. This degree focuses on the knowledge and skills required to become an effective and transformational campus leader. The program courses are also designed to prepare candidates to pass the TExES Certification Examination for Principals. For students already holding a master's degree in education (or a related field), TAMUT offers a Principal Certification program consisting of 21 hours of coursework designed to prepare students to pass the TExES Certification Examination for Principals. The programs are offered online starting in Fall 2017, with only one class (EDLD 567) required on campus due to TEA requirements offered every July. Students holding AEL/TTESS certification prior to this course may be allowed substitute an online course in lieu of traveling to campus. Students use their own campus data and programs as they develop products and use real-life scenarios to apply theory to practice. Graduates may use this degree or certification for leadership positions at the campus level or for some supervisory positions at the district level, which do not require superintendent certification.

Unique Features of This Program
- Small class sizes
- Practitioner-based skills
- Program can be completed in 1 1/2 years or less
- Delivered to meet the needs of working students: always web-enhanced evening classes

Admission Requirements
1. Graduate application and processing fee ($30 for US citizens/permanent residents, $50 for international applicants) via www.ApplyTexas.org
2. Official TOEFL scores taken within the last two years (international students only)
3. Baccalaureate degree
4. Recommendation of cumulative 3.0 GPA or 3.0 GPA in last 60 hours of undergraduate degree program
5. Official transcripts from all higher education institutions attended.
6. Official scores on the GRE in Verbal Reasoning, Quantitative Reasoning, and Analytical Writing (<5 years old). We will use the top two scores.
7. Students must apply for this certificate program through the TK20 System.

Requirements must be submitted to the Graduate Studies Office by the designated deadline of first semester of enrollment.

Degree Requirements
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<tr>
<td>EDLD 531</td>
<td>Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 540</td>
<td>School Finance and Management</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 560</td>
<td>Technology for School Improvement</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 567</td>
<td>Supervision of Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>
EDLD 570  Texas School Law  3
EDLD 574  Administration of Special and Compensatory Programs  3
EDLD 580  Data Analysis for Campus Improvement  3
EDLD 588  Principal Internship  3

Minimum Hours for Degree  30

1  Students are eligible to substitute courses with advisor's written approval for requirements with evidence a graduate research and curriculum course has been completed successfully in previous degree.

2  Students with a graduate degree in an appropriate field may earn principal certification by taking these courses as well as meeting the research and curriculum course requirements. Transfer of no more than 9 SCH will be accepted and must have written approval by the advisor.

Students may qualify for a Probationary Certificate by taking any four approved EDAD courses.

### Graduate Courses in Education Administration

**ED 520. Education Research Literature and Techniques. 3 Hours.**
This course addresses the process and tools to locate, read, understand, and critique education research. The fundamental techniques of planning, conducting, and reporting qualitative and quantitative research will also be considered. Prerequisite: Must be admitted into the Alternative Certification Program.

**EDLD 510. Curriculum Studies. 3 Hours.**
This course is designed to develop comprehensive understanding of modern curricular trends. The course includes historical data and current research with emphasis on aims, purposes, and outcomes of curricular changes.

**EDLD 531. Instructional Leadership. 3 Hours.**
This course is designed to provide both the knowledge and skills needed by an instructional leader in the application of a development system that is based upon a culture that is ethical, learner-centered, collaborative, continuously seeking to improve, and facilitates the achievement of high expectations. The goal is to attain and sustain leader behavior that assures quality student performance that enhances the probability of success through the application of a systemic approach that emphasizes the interrelationships that exist between and among the following Instructional Leadership Development components: data-driven decision making, supervision, professional development, organizational management, curriculum-instruction-assessment, evaluation, and community partnerships-communication. Prerequisite: Admitted into the Educator Preparation Program or by instructor permission.

**EDLD 540. School Finance and Management. 3 Hours.**
This course is designed to focus on the role of the principal in the planning, development and implementation of the financial aspect of a campus including budgeting, purchasing, human resources, and business office management that most effectively and equitably meets the identified instructional needs of the building and specifically supports increased student achievement as specified in the campus improvement plan. The management component of the course will address scheduling, discipline, and facility management.

**EDLD 550. Technology for School Improvement. 3 Hours.**
This course is designed for graduate students and includes technology for school improvement. Topics include information connecting learning communities, curriculum integration, staff development, sustainment of infrastructure and planning for the future. The class will have opportunities to work directly with programs on campus.

**EDLD 567. Supervision of Instruction. 3 Hours.**
This course is designed to focus on the role of the principal in promoting improved instruction in the classroom through the evaluation and professional development of faculty. Aspects of clinical supervision, including classroom observation, conferencing skills, and development of improvement plans through systemic staff development will be emphasized.

**EDLD 570. Texas School Law. 3 Hours.**
This course is designed to examine the legal framework and study the impact of any relationship between constitutional law, statutory law, administrative law, and judicial law that influence school administrators and faculty. This course involves field-based challenges emphasizing a high level of professional personnel accountability. As a result of increase in litigation throughout our global society, school leaders must be able to deal with a multitude of legal issues regarding constitutional rights, contracts, property claims, and torts, along with the impact of curriculum/instructing/assessment, plus student and employee rights in case law influencing the public schools. A primary focus will be on certification proficiencies and competencies as outlined by the State Board of Educator Certification Frameworks.

**EDLD 574. Administration of Special and Compensatory Programs. 3 Hours.**
This course is designed to prepare students to administer special and compensatory education programs. Emphasis is on basic concepts, issues, problems, and procedures in the management of special and compensatory education. The student's evaluation of these programs will be from both the legal and ethical perspectives that guide decisions necessary to provide opportunities for all students to be successful in school.

**EDLD 580. Data Analysis for Campus Improvement. 3 Hours.**
This course is designed to focus on analyzing and interpreting campus and community data for decision making necessary to promote the success of all children. Special emphasis will be on continuous improvement of the campus through the use of analysis of demographic, perception, learning, and school process data. Additionally, the course focuses on the development of educators as leaders in assessment, research, and evaluation.
EDLD 588. Principal Internship. 3 Hours.
This course is designed as a field-based course in which the student practices acquired skills and theories in an educational setting at the middle level management position. Prerequisite: Program Coordinator's approval.

Faculty
Dr. Sandra Labby
Assistant Professor
Email: slabby@tamut.edu

Dr. Rosanne Stripling
Professor
Email: rosanne.stripling@tamut.edu

Master of Arts- English

Faculty Contact: Dr. Brian Billings, 903.223.3022, brian.billings@tamut.edu

Admission Requirements

- Baccalaureate degree
- Minimum of cumulative 2.50 GPA in last 60 hours of undergraduate degree program
- Three positive letters of academic recommendation
- Letter of interest and commitment
- Resume
- Official scores on the GRE
- Ten page academic paper

Requirements must be submitted to the Graduate Studies Office by the designated deadline of first semester of enrollment.

The Master of Arts in English offers students courses in Literature, Linguistics, and Composition.

For students pursuing a Literature emphasis, the degree requires ENG 595: Research Literature and Techniques and twenty-four semester credit hours in English, at least half of which must be in literature courses. Additionally, students choose either ENG 518: Thesis or ENG 575: Current Issues in English Studies (the capstone course). In ENG 518, students write a formal thesis (six semester-credit hours); in ENG 575, they write and formally present two major papers (three semester-credit hours). Students who choose the thesis option must take three semester-credit hours in an approved elective; the non-thesis option requires six semester-credit hours in approved electives.

For students pursuing a Composition emphasis, the degree requires ENG 593: Research in Composition and twenty-four semester-credit hours in English (at least eighteen of which must be in composition). Additionally, students choose either ENG518: Thesis or ENG575: Current Issues in English Studies (the capstone course). In ENG 518, students write a formal thesis (six semester-credit hours), and in ENG 575 they write and formally present two major papers (three semester-credit hours). Students who choose the thesis option must take three semester-credit hours in an approved elective; the non-thesis option requires six semester-credit hours in approved electives.

The English program also offers a Master Teacher of Writing certificate that is available to non-degree seeking graduate students as well as current graduate students in English or in other disciplines. The certificate is comprised of twelve semester-credit hours of graduate coursework in English. All certificate students will add depth in the areas of theory and pedagogy by studying historical and contemporary composition theories and collecting strategies for teaching and improving student writing. Students pursuing this certificate must take the following courses (nine semester-credit hours in total): ENG 570: Strategies in Composition (part of the East Texas Writing Project), ENG 571: Improving Students’ Writing in the Schools (part of the East Texas Writing Project), and ENG 572: Readings in Composition. Students may then choose the last three semester-credit hours from one of the following courses: ENG 565: Grant and Proposal Writing, ENG 573: Creative Writing, or ENG 593: Research in Composition. Courses in the Master Teacher of Writing Certificate also count toward degree progress in the MA in English’s composition emphasis.

Students must select either an emphasis in Literature or an emphasis in Composition.

Degree Requirements for Literature Emphasis

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Thesis Option</td>
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<tr>
<td>English courses determined in conference with an advisor ¹</td>
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<tr>
<td>Approved Elective</td>
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<tr>
<td>ENG 518</td>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>ENG 595</td>
<td>Research Literature and Techniques ²</td>
<td>3</td>
</tr>
</tbody>
</table>

¹ Students must select one advanced literature course in consultation with an advisor.
² Students must select one advanced literature course.
Non-Thesis Option

English courses determined in conference with an advisor 1
Approved electives
ENG 575  Current Issues in English Studies: Graduate Capstone 3
ENG 595  Research Literature and Techniques 2

Minimum Hours for Degree

1  At least 12 semester credit hours in literature
2  Normally taken as early as possible in graduate program
3  Capstone course. Should be taken during student’s last semester of graduate work

Degree Requirements for Composition Emphasis

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<tr>
<td>Approved Elective</td>
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<tr>
<td>ENG 518  Thesis</td>
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<tr>
<td>ENG 593  Research in Composition 5</td>
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<tr>
<td>Non-Thesis Option</td>
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<tr>
<td>Approved Electives</td>
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<tr>
<td>ENG 575  Current Issues in English Studies: Graduate Capstone 6</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 593  Research in Composition 5</td>
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<tr>
<td>Minimum Hours for Degree</td>
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<td>36</td>
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</tbody>
</table>

1  Student must complete at least 18 sch in composition
2  Student will normally take this course during their first spring term in the program
3  Capstone course. Should be taken during student’s last semester of graduate work

Graduate Courses in English

ENG 518. Thesis. 1-6 Hours.
A master’s thesis is the written result of a thorough and systematic study of a significant issue. The thesis identifies the issue, tackles significant assumptions in a critical field, explains the contribution to the field, and offers a conclusion. The finished product is original, documents critical and independent thinking, appropriate organization and format, and thorough documentation. An oral defense of the thesis is required. NOTE: Students may take no more than 6 semester credit hours in Thesis.

ENG 555. Linguistics. 3 Hours.
This course offers an introduction to principles of how language develops, changes and functions. The course focuses on the differences among world languages, the history of the English language, and analysis of modern English phonology, morphology and syntax (sound, units of meaning, word order).

ENG 565. Grant and Proposal Writing. 3 Hours.
This course introduces students to the grant writing and proposal writing processes, especially as they pertain to literacy funding opportunities at the K-12 levels. Students will learn the discourse of grant writing, research funding sources, navigate the conventions of the genre, and practice how to address these rhetorical situations effectively.

ENG 570. Strategies in Composition. 3 Hours.
Reading recent studies of the composing process, students evaluate strategies for teaching composition, including remedial and creative writing. In addition, each student researches an area of special interest within the field of composition studies, writes a review of this research, and presents a summary of finding in an oral presentation to the class. Cross listed with ED 570. Prerequisite: Instructor permission is required. Corequisite: ENG 571.

ENG 571. Improving Students’ Writing in the Schools. 3 Hours.
Students analyze current research in composition and writing across the curriculum, with special emphasis upon the theoretical approach developed by the National Writing Project. Further, after researching an area of special interest, each student applies theoretical principles by developing a unit of instruction and presenting a demonstration lesson. Cross listed with ED 571. Prerequisite: Instructor permission is required. Corequisite: ENG 570.

ENG 572. Readings in Composition. 3 Hours.
This course offers students the opportunity to explore a wide range of theoretical composition strategies and help them formulate praxis for their own teaching of composition and/or their own writing.
ENG 573. Graduate Creative Writing. 3 Hours.
This course promotes the development of creative writing skills by introducing advanced concepts and exercises for writing creative nonfiction, poems, plays, and short stories.

ENG 575. Current Issues in English Studies: Graduate Capstone. 3 Hours.
This course constitutes a practicum in which students conduct an in-depth study of topics in English language, literature, or composition through traditional or applied research. Students write two capstone papers on approved topics that are appropriate for submitting to academic journals.

ENG 580. Seminar in Literature. 3 Hours.
This course offers an examination of an individual author or group of authors, the study of a literary theme, or the study of a particular genre. It may be repeated when topics vary.

ENG 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

ENG 590. Seminar in Rhetoric. 3 Hours.
This course examines one or more theoretical or historical movements in, philosophical approaches to, and/or applications of rhetoric. Course may be repeated when topics vary.

ENG 591. Seminar in Composition Studies. 3 Hours.
This course examines the theoretical/historical movements in, philosophical/empirical approaches to, or applications of practices within fields relevant to composition studies. Course may be repeated when topics vary.

ENG 593. Research in Composition. 3 Hours.
Through exposure to contemporary empirical (quantitative and qualitative) research in composition studies—including the subfields of writing center studies, Teaching English as a Second Language (TESOL), writing across the curriculum (WAC), and writing in the disciplines (WID)—students will learn proper development of quantitative, qualitative, and mixed-methods research methodologies in composition.

ENG 595. Research Literature and Techniques. 3 Hours.
This course offers a review of research by scholars in selected areas of English language and literature with emphasis on critical approaches and research methodology. Students will demonstrate competence in research methodology by the investigation and formal reporting of a topic chosen in consultation with the instructor. This course is equivalent to IS 595 for English majors.

ENG 597. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

Faculty
Dr. Brian C. Billings
Associate Professor
Email: bbillings@tamut.edu

Dr. Joseph Burzynski
Assistant Professor
Email: jburzynski@tamut.edu

Dr. Dayna (Joy) Goldstein
Assistant Professor
Email: dgoldstein@tamut.edu

Dr. Corrine Hinton
Assistant Professor
Email: corrine.hinton@tamut.edu

Dr. Douglas Julien
Associate Professor
Email: doug.julien@tamut.edu

Master of Science-History
The Master of Science in History is a thirty-six semester credit hour degree that gives students the opportunity to develop a deep understanding and appreciation of historical phenomena, as well as valuable abilities such as analytical reasoning, qualitative and quantitative research experience, and excellent oral and written communication skills. Individuals who graduate with this degree are eligible to teach dual credit courses in high school (if they are certified to teach in public school) and they qualify for tenure-track faculty positions at community colleges, as well as non-tenure-track faculty positions at four-year universities. The Master of Science in History also provides a solid foundation for those who wish to pursue a Ph. D. in History. Finally, the Master of Science in History is a degree that satisfies students who simply enjoy studying history and want to read and write about history. Our graduates have found success in Ph.D. programs, as university and college faculty members, teachers, private sector executives, and non-profit leaders.
Admission Requirements

- Baccalaureate degree
- Minimum of cumulative 2.50 GPA or 2.50 GPA in last 60 hours of undergraduate degree program
- Three positive letters of academic recommendation
- Letter of interest and commitment
- Resume
- Academic Paper

Requirements must be submitted to the Graduate Studies Office by the designated deadline of first semester of enrollment.

Degree Requirements

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<td>Required Courses</td>
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<tr>
<td>HIST 500</td>
<td>Historiography</td>
<td>3</td>
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<tr>
<td>History Electives (Graduate level - approved by Advisor)</td>
<td>33</td>
<td></td>
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</table>

Minimum Hours for Degree 36

Graduate Courses in History

HIST 500. Historiography. 3 Hours.
Historiography is the study of the principles, theory, and history of historical writing. The first half of this course examines historiography in the broadest sense of the word, with students reading about different perspectives and schools of analysis. The second half of this course focuses on historiography in its narrower sense, requiring students to research a variety of approaches, methods, and interpretations employed by historians on a particular topic. Based on their historiographic and bibliographic research of a selected topic, students are required to write a paper.

HIST 501. Methods and Principals of Historical Research. 3 Hours.
This course examines the methodology of historical research. Participants will research and write a paper on a selected topic.

HIST 510. Knights and Samurai: Medieval Warrior Cultures. 3 Hours.
Warrior elites are common in the history of human societies, especially during the medieval period of Europe and Japan. Students will study the ideological, social, cultural, religious, and political influences on the development of these cultures and will gain an understanding of how they developed, flourished, and decayed.

HIST 520. Readings in the History of Colonial American. 3 Hours.
Students will read books, write reviews, and critically evaluate research in the history of Colonial America.

HIST 525. The Decline and Fall of the Roman Empire. 3 Hours.
This course will focus on the Roman Empire and its neighbors in the Mediterranean world from the first through eight centuries A.D. Topics will include the conflict between paganism and Christianity, Constantine’s conversion of classical culture, Rome and the barbarians, the military collapse of the western empire, asceticism and monasticism, women in late antiquity, and the origins of Islam. All of these topics will be considered within the framework of the end of the Roman empire, though students will have great latitude to develop research projects covering any topic within the period and scope of the course.

HIST 530. Readings in the History of the American Civil War. 3 Hours.
Students will read books, write reviews, and critically evaluate research in the political, social, and military history of the American Civil War.

HIST 535. Crusades, Councils, and King Arthur: Europe in 1215. 3 Hours.
1215 was a seminal year in the history of Europe. Three broad trends in medieval history and culture all reached a confluence around this date: the signing of the Magna Carta, the Fourth Lateran Council, the crusading movement, and the writing of the Lancelot-Grail cycle. Students will examine how each of these events came to be in their effects. This will allow careful study of medieval governance and law for both kings and the medieval church, as well as the development of medieval culture and literature.

HIST 550. The Vietnam War. 3 Hours.
Students will read books, write reviews, and critically evaluate research in the political, social, and military history of the Vietnam War.

HIST 555. American History and American Films. 3 Hours.
Students study how American films can be used to better understand American history and how some films have influenced American history.

HIST 565. History of Early Texas and the U.S.-Mexican War. 3 Hours.
Through selected readings, students in this course study the social, economic, and political history of Mexican Texas, the Texas Republic, and the U.S.-Mexican War.
HIST 570. Popes, Paupers, and Heretics: The Christian Church in the Middle Ages. 3 Hours.
The Christian church was one of the most important forces in the shaping of medieval Europe. This course will allow students to study the medieval church from a variety of perspectives. Topics covered will include rise of the Papacy, the development of monasticism, the office of the bishop, lay piety, religious literature, and the codification of canon law and religious dogma. Students will learn that, far from the monolithic institution so often caricatured in later accounts, the medieval church was a vibrant institution, rife with internal arguments and tensions.

HIST 571. Latin American History thru Films. 3 Hours.
The course examines Latin American history through cinema. It will provide background on certain historical events and analyze how films have portrayed and interpreted such events. To enhance analysis of the screened films, the assigned readings play an important role in the course.

HIST 572. Colonial Spanish American. 3 Hours.
This course examines the social, economic, political, and religious forces that shaped colonial Latin America. Special emphasis will be given to the era of encounter and conquest, with later colonial eras examined in the second half of the course.

HIST 573. Readings in Mexican History. 3 Hours.
Students read a variety of materials to examine the social, cultural, economic, and political history of Mexico.

HIST 580. Asian History. 3 Hours.
Readings in the history of 20th century Asia study some of the religious, cultural, social, and political issues that influence 20th century Asian history. Students are required to read four books with sufficient proficiency to write an intellectually sound analysis. For three of the books, students will make an oral presentation and respond to class questions. Students will participate in colloquia in which their colleagues read books on similar topics. The goal is that all of the participants will have sufficient knowledge of a topic to inspire spirited verbal sparring in class. Class contributions will be evaluated.

HIST 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

HIST 590. Internship. 3 Hours.
The history internship offers students an opportunity to work in fields of study associated with a master’s degree in history. Students will participate in a variety of tasks which will provide them an introduction to fields of work in history.

HIST 597. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

Faculty
Dr. Craig Nakashian
Associate Professor
Email: craig.nakashian@tamut.edu

Dr. Michael Perri
Professor
Email: michael.perri@tamut.edu

Dr. Tom Wagy
Professor
Email: tom.wagy@tamut.edu

Master of Science-Instructional Technology
Admission Requirements
- Baccalaureate degree
- Minimum of cumulative 3.00 GPA or 3.00 GPA in last 60 hours of undergraduate degree program
- Three positive letters of academic recommendation
- Letter of interest and commitment
- Interview
- Current Resume

Requirements must be submitted to the Graduate Studies Office by the designated deadline of first semester enrollment.

Program Coordinator Contact: Dr. Rebecca Martindale; (903) 223-3096; rmartindale@tamut.edu

Degree Requirements
Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.
### Major Courses

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<td>Instructional Technology Foundations</td>
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</tr>
<tr>
<td>ITED 511</td>
<td>Teaching with Emerging Technologies</td>
<td>3</td>
</tr>
<tr>
<td>ITED 512</td>
<td>Evaluation in Instructional Technology</td>
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<tr>
<td>ITED 520</td>
<td>Instructional Design and Development</td>
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<td>ITED 521</td>
<td>Instructional Multimedia Design and Development</td>
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<tr>
<td>ITED 523</td>
<td>Online Learning and Teaching</td>
<td>3</td>
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<tr>
<td>ITED 530</td>
<td>Research in Instructional Technology</td>
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<tr>
<td>or ED 520</td>
<td>Education Research Literature and Techniques</td>
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<tr>
<td>ITED 532</td>
<td>Leadership in Educational Technology</td>
<td>3</td>
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<tr>
<td>ITED 590</td>
<td>Internship in Instructional Technology</td>
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**Minimum Hours for Degree**

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<td>36</td>
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### Graduate Courses in Instructional Technology

**ITED 501. Instructional Technology Foundations. 3 Hours.**
This course provides an introduction to the field of Instructional Technology (IT). It addresses the fundamentals of Instructional Technology, including the history of the field, instructional systems development (ISD) models, learning theories, instructional design theories, performance technology, trends and issues, and career opportunities. Prerequisite: Instructor permission required.

**ITED 511. Teaching with Emerging Technologies. 3 Hours.**
The Web 2.0 and other emerging learning technologies have the potential to provide effective and powerful learning environments in which learners can develop skills the information age require. This course explores innovative ways of utilizing emerging technologies to facilitate learning and to improve the way we teach. Topics include blogs, podcasts, wikis, online social networks, virtual worlds, and digital game-based learning. Prerequisite: Instructor permission required.

**ITED 512. Evaluation in Instructional Technology. 3 Hours.**
This course will focus on two main components: (1) formative and summative evaluation of instructional materials and (2) program evaluations in the field of instructional technology. Students will explore several aspects of conducting evaluations: planning and designing an evaluation, developing appropriate instruments, collecting and analyzing data, and communicating results and recommendations. Prerequisite: ITED 520.

**ITED 520. Instructional Design and Development. 3 Hours.**
This course prepares students to develop the ability to apply theories of multimedia learning and design principles to multimedia design and produce an effective Web-based multimedia lesson. It addresses theoretical foundations, principles of multimedia learning, multimedia design process, interface design, typography, graphic design, audio and video production, and instructional animations. Prerequisite: ITED 520.

**ITED 523. Online Learning and Teaching. 3 Hours.**
This course focuses on two major components: (1) research on e-learning and (2) e-learning course development. Students will explore a variety of issues in online teaching and learning, conduct research, and engage in authentic design activities. The activities include developing a design document, interviewing SME's, developing content drafts, writing media scripts, and creating an online course. Prerequisite: ITED 520.

**ITED 525. Designing Online Courses. 3 Hours.**
This course develops students' ability to create effective online courses. It will focus learners' attention on unique characteristics and qualities of online courses. Learners will design effective experiences and materials to facilitate learning in a variety of online environments. The course is a good complement to ITED 523 - Online Learning and Teaching. It may be taken for an elective.

**ITED 526. Advanced Instructional Video Development. 3 Hours.**
This course teaches principles of instructional video development including designing for learning objectives, effective audio and lighting techniques, video recording and editing. It also explores effective use of video in the classroom or training setting. This course is cross-listed with ITED 426.

**ITED 530. Research in Instructional Technology. 3 Hours.**
This course provides an overview of research methodologies. It examines quantitative, qualitative, and mixed methods approaches. Particularly, it emphasizes the need for improving the knowledge base about instruction and focuses on research methods for building design theory. Students will explore diverse research methods, critique research articles and develop research plans.
ITED 532. Leadership in Educational Technology. 3 Hours.
This course aims to prepare students for leadership roles in the Instructional Technology field. It explores leadership theories and models and provides practical guidance for developing basic leadership skills. Beyond the basics, it also examines new roles and skills of leaders for facilitating technology transformation as well as for building learning organization. Cross-listed with AHED 532.

ITED 550. Adv Instr Web Site Development. 3 Hours.
This course introduces the student to the concepts of web site development using basic web editors and presents CSS as a conceptual bridge to the technical aspects of web development. Students will demonstrate competence through application of theories and concepts in a web design project. Students will use HTML as a beginning language in this course.

ITED 560. Introduction to Web-Based Instructional Content Development. 3 Hours.
This course teaches principles and application of html and object-oriented programming (using JavaScript). Special attention is placed on fundamental programming techniques, concepts, and documentation as used in instructional software development. Prerequisite: ITED 550.

ITED 580. Advanced Instructional Technology Project Management. 3 Hours.
This course introduces students to the basic processes of project management for instructional design projects. Students will learn about project development cycle, organizational issues, methods of planning, and techniques for managing the business and creative aspects of a successful instructional technology project. In addition, students will learn to use project management software for organizing, scheduling and monitoring project progress. Cross-listed with ITED 480.

ITED 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

ITED 590. Internship in Instructional Technology. 3 Hours.
This course is a supervised, field-based experience in which the student demonstrates ability to apply knowledge, skills, and dispositions acquired through program coursework, to the design, development, evaluation and implementation of technology-based instructional and training projects in a "real-life" work setting. The internship experience provides students the opportunity to apply theories, concepts, and principles of instructional technology to solving an instructional or a training problem in an authentic education or corporate setting. Prerequisite: Instructor permission required.

ITED 597. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

Faculty
Dr. Rebecca Martindale
Assistant Professor
Email: rmartindale@tamut.edu

Dr. Kevin Williams
Assistant Professor
Email: kevin.williams@tamut.edu

Master of Science in Instructional Technology-Master Technology Teacher Certification

Admission Requirements
- Baccalaureate degree
- Minimum of cumulative 3.00 GPA or 3.00 GPA in last 60 hours of undergraduate degree program
- Three positive letters of academic recommendation
- Letter of interest and commitment
- Completion of an on-site writing sample
- Current Resume
- Successful score on Interview
- MTT Certification requires additional application through the TK20 (https://tamut.tk20.com/campustoolshighered/start.do) system.

Requirements must be submitted to the Graduate Studies Office by the designated deadline of first semester of enrollment.

Program Coordinator Contact: Dr. Rebecca Martindale; (903) 223-3096; rmartindale@tamut.edu

Degree Requirements
Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.
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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>ITED 501</td>
<td>Instructional Technology Foundations</td>
<td>3</td>
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<tr>
<td>ITED 511</td>
<td>Teaching with Emerging Technologies</td>
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<td>ITED 512</td>
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<td>ITED 520</td>
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<td>Instructional Multimedia Design and Development</td>
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<td>ITED 523</td>
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<td>ITED 530</td>
<td>Research in Instructional Technology</td>
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<td>ITED 532</td>
<td>Leadership in Educational Technology</td>
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<td>ITED 590</td>
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<td>SPED 520</td>
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<td></td>
<td>Prescribed Electives</td>
<td>6</td>
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<td>Minimum Hours for Degree</td>
<td>36</td>
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MTT Certification requires additional application through the Teacher Certification Office.

**Graduate Courses in Instructional Technology**

**ITED 501. Instructional Technology Foundations. 3 Hours.**
This course provides an introduction to the field of Instructional Technology (IT). It addresses the fundamentals of Instructional Technology, including the history of the field, instructional systems development (ISD) models, learning theories, instructional design theories, performance technology, trends and issues, and career opportunities. Prerequisite: Instructor permission required.

**ITED 511. Teaching with Emerging Technologies. 3 Hours.**
The Web 2.0 and other emerging learning technologies have the potential to provide effective and powerful learning environments in which learners can develop skills the information age require. This course explores innovative ways of utilizing emerging technologies to facilitate learning and to improve the way we teach. Topics include blogs, podcasts, wikis, online social networks, virtual worlds, and digital game-based learning. Prerequisite: Instructor permission required.

**ITED 512. Evaluation in Instructional Technology. 3 Hours.**
This course will focus on two main components: (1) formative and summative evaluation of instructional materials and (2) program evaluations in the field of instructional technology. Students will explore several aspects of conducting evaluations: planning and designing an evaluation, developing appropriate instruments, collecting and analyzing data, and communicating results and recommendations. Prerequisite: ITED 520.

**ITED 520. Instructional Design and Development. 3 Hours.**
This course provides students with experiences necessary to develop the knowledge, skills, and attitudes required for designing effective instruction that meets the needs of the information age. Students will explore the instructional systems development (ISD) process, from analysis through evaluation, and engage in authentic instruction design activities. This course replaces ITED 502 and 503. Prerequisite: Permission of the instructor.

**ITED 521. Instructional Multimedia Design and Development. 3 Hours.**
This course prepares students to develop the ability to apply theories of multimedia learning and design principles to multimedia design and produce an effective Web-based multimedia lesson. It addresses theoretical foundations, principles of multimedia learning, multimedia design process, interface design, typography, graphic design, audio and video production, and instructional animations. Prerequisite: ITED 520.

**ITED 523. Online Learning and Teaching. 3 Hours.**
This course focuses on two major components: (1) research on e-learning and (2) e-learning course development. Students will explore a variety of issues in online teaching and learning, conduct research, and engage in authentic design activities. The activities include developing a design document, interviewing SME’s, developing content drafts, writing media scripts, and creating an online course. Prerequisite: ITED 520.

**ITED 525. Designing Online Courses. 3 Hours.**
This course develops students’ ability to create effective online courses. It will focus learners’ attention on unique characteristics and qualities of online courses. Learners will design effective experiences and materials to facilitate learning in a variety of online environments. The course is a good complement to ITED 523 - Online Learning and Teaching. It may be taken for an elective.

**ITED 526. Advanced Instructional Video Development. 3 Hours.**
This course teaches principles of instructional video development including designing for learning objectives, effective audio and lighting techniques, video recording and editing. It also explores effective use of video in the classroom or training setting. This course is cross-listed with ITED 426.

**ITED 530. Research in Instructional Technology. 3 Hours.**
This course provides an overview of research methodologies. It examines quantitative, qualitative, and mixed methods approaches. Particularly, it emphasizes the need for improving the knowledge base about instruction and focuses on research methods for building design theory. Students will explore diverse research methods, critique research articles and develop research plans.
ITED 532. Leadership in Educational Technology. 3 Hours.
This course aims to prepare students for leadership roles in the Instructional Technology field. It explores leadership theories and models and provides practical guidance for developing basic leadership skills. Beyond the basics, it also examines new roles and skills of leaders for facilitating technology transformation as well as for building learning organization. Cross-listed with AHED 532.

ITED 550. Adv Instr Web Site Development. 3 Hours.
This course introduces the student to the concepts of web site development using basic web editors and presents CSS as a conceptual bridge to the technical aspects of web development. Students will demonstrate competence through application of theories and concepts in a web design project. Students will use HTML as a beginning language in this course.

ITED 560. Introduction to Web-Based Instructional Content Development. 3 Hours.
This course teaches principles and application of html and object-oriented programming (using JavaScript). Special attention is placed on fundamental programming techniques, concepts, and documentation as used in instructional software development. Prerequisite: ITED 550.

ITED 580. Advanced Instructional Technology Project Management. 3 Hours.
This course introduces students to the basic processes of project management for instructional design projects. Students will learn about project development cycle, organizational issues, methods of planning, and techniques for managing the business and creative aspects of a successful instructional technology project. In addition, students will learn to use project management software for organizing, scheduling and monitoring project progress. Cross-listed with ITED 480.

ITED 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

ITED 590. Internship in Instructional Technology. 3 Hours.
This course is a supervised, field-based experience in which the student demonstrates ability to apply knowledge, skills, and dispositions acquired through program coursework, to the design, development, evaluation and implementation of technology-based instructional and training projects in a "real-life" work setting. The internship experience provides students the opportunity to apply theories, concepts, and principles of instructional technology to solving an instructional or a training problem in an authentic education or corporate setting. Prerequisite: Instructor permission required.

ITED 597. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

SPED 520. Technology for Inclusion. 3 Hours.
This course focuses on developing students’ understanding of learners with special needs and the use of assistive technologies (AT) to meet the needs of such learners in inclusive settings. Students will investigate inclusion, accessible design, and using technology to meet the objectives of Individualized Education Plans of students with disabilities.

Faculty
Dr. Rebecca Martindale
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Dr. Kevin Williams
Assistant Professor
Email: kevin.williams@tamut.edu

Master of Science- Interdisciplinary Studies
The graduate Interdisciplinary Studies (IS) degree is a multi-disciplinary, advanced program of study that provides the student with a broad perspective and foundational knowledge in more than one subject. Sometimes a focused graduate program is not sufficient to meet a student’s unique career goal or a student simply has multiple interests; this program can be "customized" with a main anchor area and two supplemental disciplines. With this program students will develop an awareness of the perspectives and philosophies of various interest groups and contexts, and be encouraged to take a multi-disciplinary approach to problem-solving and workplace innovation. Students take an introductory course, IS 501 Interdisciplinary Studies Seminar (1 SCH), to devise a personal program of study, and learn the conceptual foundations of interdisciplinary study at the graduate level. The interrelatedness of the disciplines is important as students make decisions in degree planning and course selection. The alternative graduate teacher certification program can also be infused within the MSIS degree for those who desire both state certification and a graduate degree.

In IS 501 the MSIS student is encouraged to create a strong intellectual, yet coherent holistic program that meets individual career goals. Independent thinking and the ability to plan is very important in this program as specific courses will not be prescribed on the degree plan initially. The student takes "ownership" of the plan and in marketing this degree following graduation. Although an interdisciplinary program can be powerful in terms of career development, the student is encouraged to work with the Career Development center on resume development, interviewing skills, and career prospects that target graduates of multi-disciplinary programs.
Admission Requirements

- Baccalaureate degree from an accredited institution
- Minimum of cumulative 2.80 GPA or 2.80 GPA in last 60 hours of undergraduate degree program
- Official GRE or MAT score for those not pursuing teacher certification; passing score on TEXES exam for those pursuing the teacher certification path (teacher certification candidates are not required to take the GRE or MAT)
- Three letters of academic recommendation
- Approved Writing sample conducted in campus Testing Center
- Letter of interest with statement of goals (an introspective essay typically one to two pages in length specifying what the student expects to achieve by earning an interdisciplinary degree, why this type of degree may be suitable, and what disciplines the student is interested in)
- Resume

Admission Requirements must be submitted to the Graduate Studies Office by the designated deadline of first semester of enrollment. Be aware that initial admission to the university does not guarantee full admission to a graduate degree program.

Career Prospects with this degree:

- Entry level management or supervisory positions
- A variety of roles with social or community agencies
- Public School Teaching positions for those with a baccalaureate degree in a content subject and state certification
- Public Educator credentials for dual credit or AP courses at the secondary level - 18 SCH of graduate coursework can be obtained in a discipline with this degree, with complementary coursework in Education for professional development
- General Upward mobility for those in established fields of practice
- Sales and Marketing roles
- Public Relations positions
- Entrepreneurial goals
- Community College Staff roles
- Human Resources

What Students Gain from this Program

Regardless of which disciplines a student chooses, a graduate of the program will be equipped with:

1. A broad, interdisciplinary perspective of knowledge and the capacity to apply integrated knowledge to problem-solving, inquiry and innovation.
2. Analytical skills that cross disciplinary boundaries.
3. Sensitivity to perspectives of various interest groups and contexts, such as social, political, cultural and economic.
4. Research and technical writing skills.

Options for Anchor Discipline (courses must be 500 level or higher)

- English
- Biology
- History
- Communication
- Educational Administration
- Adult and Higher Education
- Mathematics
- Mathematics Education
- Instructional Technology
- Special Education
- Education
- Reading
- A discipline transferred from an accredited institution (max. of 12 SCH may be transferred) - Disciplines not offered at the A&M-Texarkana campus can be obtained through the cross-enrollment program with A&M-Commerce. Examples: Criminal Justice, Public Administration, Sociology, Chemistry, etc.
• NOTE: Psychology, Counseling and Business cannot be used as the main anchor discipline but can be selected as supplemental, although restricted selection of courses applies.

Degree Requirements
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<tbody>
<tr>
<td>IS 501</td>
<td>Interdisciplinary Studies Seminar</td>
<td>1</td>
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<tr>
<td>3 SCH in Research Methodology (Align with Anchor Discipline) - select from:</td>
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<tr>
<td>ED 520</td>
<td>Education Research Literature and Techniques</td>
<td>3</td>
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<tr>
<td>ENG 593</td>
<td>Research in Composition</td>
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<td>ENG 595</td>
<td>Research Literature and Techniques</td>
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<td>HIST 500</td>
<td>Historiography</td>
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<tr>
<td>PSY 540</td>
<td>Research Literature and Techniques</td>
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</tbody>
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Anchor Discipline 1

Supplemental Discipline (distinct from Anchor discipline) For Psychology and Counseling see advisor for course selections - restrictions apply

Supplemental Discipline (distinct from the Anchor discipline)

IS 590 | Capstone Portfolio I | 1 |
IS 591 | Capstone Portfolio II | 1 |

Minimum Hours for Degree 36

1 Options for Anchor Discipline: English, Biology, History, Communication, Education Administration, Adult and Higher Education, Mathematics, Mathematics Education, Instructional Technology, Reading, Special Education, Education, or a discipline transferred from another accredited institution. Psychology (restricted courses), Counseling (restricted courses), Management, and Economics can only be taken as Supplemental Disciplines.

Requirements for Graduation and the Capstone Portfolio
The requirements for graduation include: (1) Minimum of 3.00 grade point average overall for graduate coursework; (2) no course grades below a C; (3) Completion of all required courses and the minimum number of program SCH; (4) a passing score on the program portfolio, along with passing grades on IS 590 and IS 591. IS 590 and IS 591 will provide instruction and mentoring to students on how to develop a professional portfolio that demonstrates the candidate’s level of mastery related to the outcomes specified for graduate school and the goals of the IS program. Students should plan to take IS 590 Portfolio in their first or second term and IS 591 during the final term. The on-going nature of the portfolio development process allows students the opportunity to collect exemplary artifacts, reflect on work in progress, and dialogue with university faculty and other mentors on one's personal growth and learning throughout the program. A portfolio is a unique requirement as it fosters self-reflection on the holistic learning outcomes from an interdisciplinary perspective. It showcases one's breadth and depth of mastery and requires the student to be more self-directed in integrating and documenting their knowledge, attributes, and skills. The portfolio should show the interrelatedness of the three disciplines selected. The assessment process follows a rubric will be disseminated to MSIS majors during IS 501. The degree program coordinator and one faculty mentor in the student's anchor area assess the final portfolio product on a pass/fail basis.

Graduate Courses in Interdisciplinary Studies
IS 501. Interdisciplinary Studies Seminar. 1 Hour.
This course provides orientation to advanced interdisciplinary study by addressing the conceptual foundations and benefits of an interdisciplinary degree, in concert with tools for career exploration and development. Students will devise an official, customized degree plan integrating their areas of study, and begin a regimen of “readings” related to the anchor discipline. The course also provides a strong foundation for graduate scholarly inquiry and academic writing, using an interdisciplinary approach. Students begin work on their portfolios with preliminary information on artifact collection and portfolio concepts. The course is offered fall and spring terms. Pre-requisite: IS major and first semester of program entry.

IS 518. Thesis. 6 Hours.
This course affords students the opportunity to undertake individual research. It is graded on a (S) Satisfactory or (U) Unsatisfactory basis. (6 SCH).

IS 589. Individual Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

IS 590. Capstone Portfolio I. 1 Hour.
Portfolio I is the first course of a two-course sequence required for all MSIS majors. IS 590 addresses the goal and benefits of portfolios at the graduate level, the overall framework and components for developing an educational portfolio, and artifact collection and annotation. Portfolio I cannot be taken concurrently with IS 591 Capstone Portfolio Part II. Typically offered Fall/Spring. Pre-requisite: IS 501.
IS 591. Capstone Portfolio II. 1 Hour.
This course is the second course of a two-course sequence required for all MSIS majors. The MSIS capstone portfolio satisfies the comprehensive assessment requirement for the degree and provides authentic, more direct evidence that a student has mastered program outcomes. This course provides instruction and guidance on the final compilation of the portfolio, including selecting and arranging artifacts that demonstrate mastery of program outcomes and other graduate student learning outcomes, concept mapping, and writing reflective narrative. Typically offered fall/spring. Prerequisite: IS 590, within 12 SCH of program completion and in good academic standing.

IS 595. Research Literature and Techniques. 3 Hours.
This is a review of research studies produced by investigators in student's major field with emphasis on investigative and verification techniques employed. Students will demonstrate competence in using systematic research techniques by investigation and formal reporting of a problem.

IS 596. MSIS Research Project. 3 Hours.
This is an independent/directed study course wherein the student refines and completes a final project for the MSIS degree. The instructor and an outside evaluator will work with the student during the semester, with the student submitting rough drafts of the project throughout the semester. The student will be evaluated by their mentor and two additional faculty. The faculty will look for evidence that the student has mastered the learning outcomes expected in the MSIS program.

IS 597. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

AE 525. History and Philosophy of Adult Education. 3 Hours.
This course is an exploration of adult education as a field of study, research, and practice in the United States. Leaders, movements and agencies, economic, social and philosophical factors which have contributed to the growth of adult education will be discussed. Prerequisite: Major in Adult Education and consent of instructor.

AE 529. Leadership in Adult Education Programs. 3 Hours.
This course examines the principles of leadership necessary in managing the Adult Education function in a variety of work contexts. It includes theories of change and implementing change interventions. Also, the course addresses management strategies and practical problems that educational directors may face. Prerequisite: Major in Adult Education and consent of instructor.

AE 589. Individual Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

AE 595. Research Methods in Adult Education. 3 Hours.
This course is a required component for the Masters Degree in Adult Education. The purpose of the course is to introduce graduate students to the process of planning research, basic vocabulary, techniques to review the related literature, quantitative approaches to the study, concepts and methods of data collection and data analysis, and the process of writing scientific studies. Prerequisite: Major in Adult Education.

AHED 505. Higher Education in the 21st Century. 3 Hours.
The course presents an overview of the status of American higher education, specifically examining the social, political, and economic forces challenging institutions. Finance, federal and state governance, student demographics, curricular changes and academic leadership are key points of study.

AHED 508. Student Services Administration in Higher Education. 3 Hours.
This course is designed as an introduction to the roles, functions, and skills necessary for college student personnel professionals. Students will learn the theory and practices relative to the three basic approaches to the profession: counseling, student development, and organizational leadership. A cursory history of the profession will also be included, as well as current trends and issues.

AHED 513. Overview of Human Resource Development. 3 Hours.
This course is an introduction and overview to the discipline of Human Resource Development. The course addresses the processes of planning and implementing organizational training systems, assessing educational and developmental needs of employees, and examines the various applications of the HRD field used to enhance employee performance.

AHED 514. Workforce Training and Development. 3 Hours.
This is an overview of training and development processes and methods used in organizations to improve individual and organizational performance. Specific topics include the role and competencies of the training specialist, methods of conducting needs assessment and task analysis, adult learning and course design principles, delivery methods, evaluating training, and other developmental activities appropriate for the contemporary for-profit and non-profit work organization.

AHED 515. Organization Development. 3 Hours.
The field of Organization Development is one of three primary functions of the discipline of Human Resource Development, which is a focus area for the AHED program. This course presents an overview of how planned behavioral and socio-technical interventions, at the macro and micro levels, can improve the effectiveness of an organization as a whole. The role of the HRD professional, acting as change agent or facilitator, will be emphasized. Theoretical foundations and practical change strategies used in an OD process will be studied. Prerequisite: Graduate standing.

AHED 520. Professions and Practices in Adult and Higher Education. 3 Hours.
This course provides students a survey of the major dimensions of the field of adult education, an overview of its goals and purposes, constituencies, providers and agencies within the United States, and major figures that have contributed to the research and practice in the field. The course will explore the status of the profession in the United States, and the interrelationship of adult education and the contemporary higher education area.
AHED 526. Adult Learning and Development. 3 Hours.
This course focuses on adult learning theories and principles, characteristics of adults as learners, phases of the adult life and factors that influence the development of adults, particularly the cognitive and emotional. Various types of learning models are addressed, such as formal, incidental, informal and self-directed. Students also analyze learning styles, and the adult’s motivation for learning. Prerequisite: Graduate standing.

AHED 527. Program Planning in Adult Education. 3 Hours.
This course examines the principles and procedures in program planning for adult education forums, such as comprehensive training sessions, conferences, and symposiums. Students will be introduced to various models and theories for planning, current trends and issues, and skill areas including context analysis, budget planning, project management, ethical considerations, and program evaluation.

AHED 528. Instructional Design and Methodology. 4 Hours.
This course examines the principles and best practices of designing instruction for adult learners and methods to deliver content. Specific topics include lesson planning, content sequence, selection and use of methods, practices for the diverse classroom, platform skills for the teacher of adults, motivational techniques, and creating instructional materials for a variety of contexts. The course will cover traditional methods of instruction, as well as innovative approaches.

AHED 530. Needs Assessment and Evaluation. 3 Hours.
This course is segmented into two parts. Part I covers the models, theories and techniques applied in assessing an organization's educational/developmental needs to promote effective planning of employee development. Part II addresses how program goals and objectives may be evaluated from the broad organizational perspective down to the individual assessment of learning and change. Prerequisite: graduate standing.

AHED 532. Transformational Leadership and Human Relations. 3 Hours.
The course facilitates development of self, organization, and community through enactment of adult learning theory as it relates to transformational leadership values. The scope of study includes analysis of classic and current transformational leadership theory and the development and implementation of leadership and change projects: (1) self-study and (2) site study. Human relations skills are included as foundation to effective leadership and facilitating change in organizations. Areas of impact include higher education, adult education, healthcare, non-profit, faith-based organizations, local and state government, civil service, and other public and private organizations and agencies that function within dynamic settings requiring effective engagement of human and technological resources. This course is cross-listed with ITED 532. Prerequisite: graduate standing.

AHED 588. Practicum in Adult/Higher Education. 1 Hour.
This graduate capstone is a project-based course in which students design, develop and deliver a significant educational/training session to adult learners in an authentic context. This course is entirely independent in nature and highly experiential. An internship may also be arranged as a practicum, with inclusion of design/delivery of one instructional session for an adult audience. The student is expected to synthesize connections between the teaching experience and academic field of study.

AHED 589. Ind Study in AHED. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

AHED 597. Special Topics. 3 Hours.
This course is designed to teach students about interpersonal communication, application of theoretical concepts to the analysis of interpersonal interactions, become aware of individual strengths and weaknesses when functioning in interpersonal contexts, and to develop skills for more effective interpersonal relationships. Prerequisite: Graduate standing.

BIOL 515. Darwin and the Origin of Species. 3 Hours.
This course will focus on Darwin’s hypotheses and compare his ideas with modern developments in the study of biological evolution.

BIOL 520. Global Change. 3 Hours.
This course will focus on global change. Major topics include climate change, sea-level change- and coastal inundation, ocean acidification, and permafrost and the changing Arctic. Prerequisite: Graduate student standing.

BIOL 521. Endangered Ecosystems. 3 Hours.
This course will focus on endangered ecosystems and organisms from around the world. Students will study coral reefs, Brazilian rainforest destruction, amphibian crisis and the Gulf of Mexico dead zone in detail. Prerequisite: Graduate student standing.

BIOL 522. Atmosphere and Biosphere. 3 Hours.
This course will focus on how the atmosphere affects the biosphere. Stratospheric Ozone, Black Carbon (Soot), El Nino, and Carbon Monoxide: Its Environmental Impact will be studied in detail. Prerequisite: Graduate student standing.

BIOL 530. Astrobiology. 3 Hours.
This course will focus on the understanding that astrobiology is concerned with the origin, evolution, and distribution of life in the Universe. It investigates life in its cosmic context. As a graduate course, it will also include an intensive 5,000 word term paper. Cross listed with BIOL 430. Prerequisite: Two semesters of Biology or permission of the instructor.

BIOL 543. Paleozoology. 3 Hours.
This course looks at the evolution of modern animals by bringing together recent advances in genetics with the fossil record. This course will provide an evolutionary perspective on the origins of important groups of animals from single-celled organisms to modern humans through lectures, discussions, and hands-on workshops with fossils. Prerequisite: BIOL 308 or instructor permission.
BIOL 545. Virology. 3 Hours.
This course will introduce students to the biology of viruses, with a particular focus on viruses of medical importance. Topics covered will include virus structure; classification, evolution, and life cycles of viruses; methods used to study viruses; their interaction with host cells; mechanisms of pathogenicity; host responses of the host to viral infection and vaccine applications; in-depth study of the life cycles of the major classes of viruses and discussion of emerging viruses. Prerequisite: Two semesters of biology and BIOL 311, or instructor permission.

BIOL 547. Synthetic Biology. 3 Hours.
This course will explore the application of synthetic biology in the biomolecular sciences, looking at a range of techniques that have been used to build useful tools from biological components. We will focus on the current use of molecular bioengineering in the area of human health. This course reinforces advanced concepts in molecular biology, and would be useful for students interested in careers in medicine or pharmaceutical research. Cross-listed with BIOL 447. Prerequisite: Two semesters of biology and one semester of microbiology or approval of instructor.

BIOL 589. Independent Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

BIOL 597. Special Topics in Biology. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

BIOL 599. Independent Research. 1-6 Hours.
Independent research in Biology conducted by a student under the guidance of a faculty member of his or her choice. Credits and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: Consent of instructor.

ED 500. Induction for Novice Teachers. 3 Hours.
Prerequisite: Employment in a local public school. This is systematic training and ongoing support for new teachers before the first day of public school and continuing throughout the first semester. Students in the Alternative Certification Program, those in POINTE: Partnering Opportunities Inspiring Novice Teacher Excellence (a Regents Initiative II program), and newly certified teachers are invited to participate to enhance their public school students achievement and for their own career satisfaction. The course will begin with two days in the summer of training for setting up their classrooms and gearing up for the first week of their teaching career. A Needs Assessment will be conducted during these sessions that will determine the topics of the speakers for the monthly seminars.

ED 503. Curriculum and Foundations for Teaching Young Children. 3 Hours.
In this course, students will study research-based program models and curricula appropriate for both early childhood and developmentally delayed children.

ED 506. Classroom Management and Basic Law for Teachers. 3 Hours.
This course presents all aspects of classroom management from organizing classroom space to strategies for dealing with student behavior. Basic Texas education laws will be presented ranging from contracts to the First Amendment in schools. This course will prepare the student to feel confident not only on the first day of school but for the entire year. Prerequisite: Must be admitted into the Alternative Certification Program.

ED 508. Introduction to Teaching. 3 Hours.
This course examines learning theories along with their impact on strategies for effective teaching. Educational measurement and evaluation (STAAR) used by schools will be studied. Prerequisite: Must be admitted into the Alternative Certification Program.

ED 510. Clinical Practicum for Initial Teacher Certification. 6 Hours.
This course provides practical work in the public school setting which includes clinical teaching for the Graduate/Alternative Certification Program (ACP). Clinical teachers participate for 15 weeks in a public school setting. Teaching by the clinical teacher is directed and supervised by an Instructional Leadership Team (ILT). A required orientation and seminars will be offered which address various legal and ethical issues of education as well as current educational topics. This course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 6 SCH. Prerequisite: Candidate must meet eligibility requirements for admission to the Alternative Certification Program and complete "Intent to do Clinical Practicum" by October 1.

ED 520. Education Research Literature and Techniques. 3 Hours.
This course addresses the process and tools to locate, read, understand, and critique education research. The fundamental techniques of planning, conducting, and reporting qualitative and quantitative research will also be considered. Prerequisite: Must be admitted into the Alternative Certification Program.

ED 530. Human Growth and Development for Educators. 3 Hours.
This course examines cognitive, physical, psychological, and social development of humans from conception through adolescence (0-20 years). Theoretical frameworks, critical issues, and current research pertaining to each life-stage are included. Educational implications of domain specific developmental factors are highlighted. Study of the overlay of creativity, resiliency, and focus of control are added psychological variables integrated for further understanding of developmental influences on student success and/or failure in learning and school. Prerequisite: Must be admitted into the Alternative Certification Program.

ED 547. Evaluating Learning. 3 Hours.
This course addresses formative and summative assessments of learning. Related statistical analysis concepts are also studied. Prerequisite: ED 520 and must be admitted into the Alternative Certification Program.

ED 551. Effective Strategies for Student Success. 3 Hours.
This course focuses on effective best-practice teaching and learning strategies aligned to the written and assessed curriculum. Emphasis is placed on the use of research-based instructional strategies in the classroom. Prerequisite: ED 520.
ED 557. Innovative Learner-Centered Strategies for Student Success. 3 Hours.
This course contains the professional body of knowledge necessary for the effective teaching of diverse learners for student success. Course emphasis is centered on understanding theories and strategies that address the needs of a diverse population in the public school systems. Prerequisite: Must be admitted into the Alternative Certification Program.

ED 570. Strategies in Composition. 3 Hours.
This course engages students in research and evaluation of teaching composition, remedial, and creative writing. In addition, each student researches an area of special interest within the field of composition studies, writes a review of this research, and presents a summary of findings in an oral presentation to the class. This course is cross listed with ENG 570. Prerequisite: Instructor permission. Corequisite: ED 571.

ED 571. Improving Students’ Writing in the School. 3 Hours.
Students analyze current research in composition and writing across the curriculum, with special emphasis upon the theoretical approach developed by the National Writing Project. Further, after researching an area of special interest, each student applies theoretical principles by developing a unit of instruction and presenting a demonstration. This course is cross listed with ENG 571. Prerequisite: Instructor permission. Corequisite: ED 570.

ED 573. Leadership and Mentoring in Education. 3 Hours.
This course focuses on building leadership through research-based strategies. The role of the professional as consultant, mentor, and coach is discussed. Prerequisite: ED 520.

ED 577. Public School Law for Teachers. 3 Hours.
This course educates current and future teachers to become legally literate. A study of the federal and state legal framework will serve as the foundation for a more in-depth investigation of the impact of, and relationship between, constitutional, statutory, administrative, and judicial (case) law on a teacher’s personal and professional life. Prerequisite: None.

ED 578. Global Studies in Education. 3 Hours.
This course addresses the concepts and theoretical approaches of comparative education and investigates relevant global issues through international field experience and cultural immersion. Prerequisite: Course requires travel outside of the United States.

ED 585. Alternative Certification Program Supervised Internship. 3 Hours.
This course provides supervised experiences for interns on Probationary Certificates. A total of six hours, over two semesters, must be earned to be recommended for a Standard Certificate. This course is graded on a Satisfactory (S) or Unsatisfactory (U) basis. Prerequisite: Meets admission requirements to the Alternative Certification Program and obtains Probationary Teaching Certification.

ED 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary. Prerequisite: Requires a student contract approved by the instructor and dean.

ED 590. Curriculum Alignment for School Improvement. 3 Hours.
This course addresses theories and related practices of applied curriculum leadership including topological and deep alignment of the written, taught, and tested curriculum. Students will study research-based curriculum-related elements of high performing schools. Prerequisite: ED 520.

ED 591. Interdisciplinary Curriculum Design. 3 Hours.
This course addresses theories and related practices of applied curriculum leadership including topological and deep alignment of the written, taught, and tested curriculum. Students will study research-based curriculum-related elements of high performing schools across disciplines within a specific context. Prerequisite: Participation in a TISD co-hort.

ED 592. Interdisciplinary Curriculum Delivery. 3 Hours.
This course focuses on effective best-practice teaching and learning strategies aligned to the written and assessed curriculum. Emphasis is placed on the use of research-based instructional strategies in the classroom within a specific context. Prerequisite: Participation in a TISD co-hort.

ED 593. Teaching in a Multicultural Setting. 3 Hours.
This course surveys the historical, psychological, social, and economic factors influencing pupil behavior in the public school setting. Students investigate in-depth cross-cultural studies and teaching strategies relating to subject matter and social-education experiences of major U.S. minority groups.

ED 597. Special Topics. 3 Hours.
This is an organized class designed to probe new curricula designs, instructional strategies, or evaluative techniques. May be repeated when topics vary.

EDLD 510. Curriculum Studies. 3 Hours.
This course is designed to develop comprehensive understanding of modern curricular trends. The course includes historical data and current research with emphasis on aims, purposes, and outcomes of curricular changes.
EDLD 531. Instructional Leadership. 3 Hours.
This course is designed to provide both the knowledge and skills needed by an instructional leader in the application of a development system that is based upon a culture that is ethical, learner-centered, collaborative, continuously seeking to improve, and facilitates the achievement of high expectations. The goal is to attain and sustain leader behavior that assures quality student performance that enhances the probability of success through the application of a systemic approach that emphasizes the interrelationships that exist between and among the following Instructional Leadership Development components: data-driven decision making, supervision, professional development, organizational management, curriculum-instruction-assessment, evaluation, and community partnerships-communication. Prerequisite: Admitted into the Educator Preparation Program or by instructor permission.

EDLD 540. School Finance and Management. 3 Hours.
This course is designed to focus on the role of the principal in the planning, development and implementation of the financial aspect of a campus including budgeting, purchasing, human resources, and business office management that most effectively and equitably meets the identified instructional needs of the building and specifically supports increased student achievement as specified in the campus improvement plan. The management component of the course will address scheduling, discipline, and facility management.

EDLD 560. Technology for School Improvement. 3 Hours.
This course is designed for graduate students and includes technology for school improvement. Topics include information connecting learning communities, curriculum integration, staff development, sustainment of infrastructure and planning for the future. The class will have opportunities to work directly with programs on campus.

EDLD 567. Supervision of Instruction. 3 Hours.
This course is designed to focus on the role of the principal in promoting improved instruction in the classroom through the evaluation and professional development of faculty. Aspects of clinical supervision, including classroom observation, conferencing skills, and development of improvement plans through systemic staff development will be emphasized.

EDLD 570. Texas School Law. 3 Hours.
This course is designed to examine the legal framework and study the impact of any relationship between constitutional law, statutory law, administrative law, and judicial law that influence school administrators and faculty. This course involves field-based challenges emphasizing a high level of professional personnel accountability. As a result of increase in litigation throughout our global society, school leaders must be able to deal with a multitude of legal issues regarding constitutional rights, contracts, property claims, and torts, along with the impact of curriculum/instructing/assessment, plus student and employee rights in case law influencing the public schools. A primary focus will be on certification proficiencies and competencies as outlined by the State Board of Educator Certification Frameworks.

EDLD 574. Administration of Special and Compensatory Programs. 3 Hours.
This course is designed to prepare students to administer special and compensatory education programs. Emphasis is on basic concepts, issues, problems, and procedures in the management of special and compensatory education. The student's evaluation of these programs will be from both the legal and ethical perspectives that guide decisions necessary to provide opportunities for all students to be successful in school.

EDLD 580. Data Analysis for Campus Improvement. 3 Hours.
This course is designed to focus on analyzing and interpreting campus and community data for decision making necessary to promote the success of all children. Special emphasis will be on continuous improvement of the campus through the use of analysis of demographic, perception, learning, and school process data. Additionally, the course focuses on the development of educators as leaders in assessment, research, and evaluation.

EDLD 588. Principal Internship. 3 Hours.
This course is designed as a field-based course in which the student practices acquired skills and theories in an educational setting at the middle level management component of the course will address scheduling, discipline, and facility management.

EDLD 589. Individual Study. 3 Hours.
This course is designed for individual instruction. It may be repeated when topics vary.

ENG 518. Thesis. 1-6 Hours.
A master's thesis is the written result of a thorough and systematic study of a significant issue. The thesis identifies the issue, tackles significant assumptions in a critical field, explains the contribution to the field, and offers a conclusion. The finished product is original, documents critical and independent thinking, appropriate organization and format, and thorough documentation. An oral defense of the thesis is required. NOTE: Students may take no more than 6 semester credit hours in Thesis.

ENG 555. Linguistics. 3 Hours.
This course offers an introduction to principles of how language develops, changes and functions. The course focuses on the differences among world languages, the history of the English language, and analysis of modern English phonology, morphology and syntax (sound, units of meaning, word order).

ENG 556. Grant and Proposal Writing. 3 Hours.
This course introduces students to the grant writing and proposal writing processes, especially as they pertain to literacy funding opportunities at the K-12 levels. Students will learn the discourse of grant writing, research funding sources, navigate the conventions of the genre, and practice how to address these rhetorical situations effectively.
ENG 570. Strategies in Composition. 3 Hours.
Reading recent studies of the composing process, students evaluate strategies for teaching composition, including remedial and creative writing. In addition, each student researches an area of special interest within the field of composition studies, writes a review of this research, and presents a summary of finding in an oral presentation to the class. Cross listed with ED 570. Prerequisite: Instructor permission is required. Corequisite: ENG 571.

ENG 571. Improving Students' Writing in the Schools. 3 Hours.
Students analyze current research in composition and writing across the curriculum, with special emphasis upon the theoretical approach developed by the National Writing Project. Further, after researching an area of special interest, each student applies theoretical principles by developing a unit of instruction and presenting a demonstration lesson. Cross listed with ED 571. Prerequisite: Instructor permission is required. Corequisite: ENG 570.

ENG 572. Readings in Composition. 3 Hours.
This course offers students the opportunity to explore a wide range of theoretical composition strategies and help them formulate praxis for their own teaching of composition and/or their own writing.

ENG 573. Graduate Creative Writing. 3 Hours.
This course promotes the development of creative writing skills by introducing advanced concepts and exercises for writing creative nonfiction, poems, plays, and short stories.

ENG 575. Current Issues in English Studies: Graduate Capstone. 3 Hours.
This course constitutes a practicum in which students conduct an in-depth study of topics in English language, literature, or composition through traditional or applied research. Students write two capstone papers on approved topics that are appropriate for submitting to academic journals.

ENG 580. Seminar in Literature. 3 Hours.
This course offers an examination of an individual author or group of authors, the study of a literary theme, or the study of a particular genre. It may be repeated when topics vary.

ENG 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

ENG 590. Seminar in Rhetoric. 3 Hours.
This course examines one or more theoretical or historical movements in, philosophical approaches to, and/or applications of rhetoric. Course may be repeated when topics vary.

ENG 591. Seminar in Composition Studies. 3 Hours.
This course examines the theoretical/historical movements in, philosophical/empirical approaches to, or applications of practices within fields relevant to composition studies. Course may be repeated when topics vary.

ENG 593. Research in Composition. 3 Hours.
Through exposure to contemporary empirical (quantitative and qualitative) research in composition studies—including the subfields of writing center studies, Teaching English as a Second Language (TESOL), writing across the curriculum (WAC), and writing in the disciplines (WID)—students will learn proper development of quantitative, qualitative, and mixed-methods research methodologies in composition.

ENG 595. Research Literature and Techniques. 3 Hours.
This course offers a review of research by scholars in selected areas of English language and literature with emphasis on critical approaches and research methodology. Students will demonstrate competence in research methodology by the investigation and formal reporting of a topic chosen in consultation with the instructor. This course is equivalent to IS 595 for English majors.

ENG 597. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

HIST 500. Historiography. 3 Hours.
Historiography is the study of the principles, theory, and history of historical writing. The first half of this course examines historiography in the broadest sense of the word, with students reading about different perspectives and schools of analysis. The second half of this course focuses on historiography in its narrower sense, requiring students to research a variety of approaches, methods, and interpretations employed by historians on a particular topic. Based on their historiographic and bibliographic research of a selected topic, students are required to write a paper.

HIST 501. Methods and Principals of Historical Research. 3 Hours.
This course examines the methodology of historical research. Participants will research and write a paper on a selected topic.

HIST 510. Knights and Samurai: Medieval Warrior Cultures. 3 Hours.
Warrior elites are common in the history of human societies, especially during the medieval period of Europe and Japan. Students will study the ideological, social, cultural, religious, and political influences on the development of these cultures and will gain an understanding of how they developed, flourished, and decayed.

HIST 520. Readings in the History of Colonial American. 3 Hours.
Students will read books, write reviews, and critically evaluate research in the history of Colonial America.
HIST 525. The Decline and Fall of the Roman Empire. 3 Hours.
This course will focus on the Roman Empire and its neighbors in the Mediterranean world from the first through eight centuries A.D. Topics will include the conflict between paganism and Christianity, Constantine's conversion of classical culture, Rome and the barbarians, the military collapse of the western empire, asceticism and monasticism, women in late antiquity, and the origins of Islam. All of these topics will be considered within the framework of the end of the Roman empire, though students will have great latitude to develop research projects covering any topic within the period and scope of the course.

HIST 530. Readings in the History of the American Civil War. 3 Hours.
Students will read books, write reviews, and critically evaluate research in the political, social, and military history of the American Civil War.

HIST 535. Crusades, Councils, and King Arthur: Europe in 1215. 3 Hours.
1215 was a seminal year in the history of Europe. Three broad trends in medieval history and culture all reached a confluence around this date: the signing of the Magna Carta, the Fourth Lateran Council, the crusading movement, and the writing of the Lancelot-Grail cycle. Students will examine how each of these events came to be in their effects. This will allow careful study of medieval governance and law for both kings and the medieval church, as well as the development of medieval culture and literature.

HIST 550. The Vietnam War. 3 Hours.
Students will read books, write reviews, and critically evaluate research in the political, social, and military history of the Vietnam War.

HIST 555. American History and American Films. 3 Hours.
Students study how American films can be used to better understand American history and how some films have influenced American history.

HIST 556. History of Early Texas and the U.S.-Mexican War. 3 Hours.
Through selected readings, students in this course study the social, economic, and political history of Mexican Texas, the Texas Republic, and the U.S.-Mexican War.

HIST 570. Popes, Paupers, and Heretics: The Christian Church in the Middle Ages. 3 Hours.
The Christian church was one of the most important forces in the shaping of medieval Europe. This course will allow students to study the medieval church from a variety of perspectives. Topics covered will include rise of the Papacy, the development of monasticism, the office of the bishop, lay, piety, religious literature, and the codification of canon law and religious dogma. Students will learn that, far from the monolithic institution so often caricatured in later accounts, the medieval church was a vibrant institution, rife with internal arguments and tensions.

HIST 571. Latin American History thru Films. 3 Hours.
The course examines Latin American history through cinema. It will provide background on certain historical events and analyze how films have portrayed and interpreted such events. To enhance analysis of the screened films, the assigned readings play an important role in the course.

HIST 572. Colonial Spanish American. 3 Hours.
This course examines the social, economic, political, and religious forces that shaped colonial Latin America. Special emphasis will be given to the era of encounter and conquest, with later colonial eras examined in the second half of the course.

HIST 573. Readings in Mexican History. 3 Hours.
Students read a variety of materials to examine the social, cultural, economic, and political history of Mexico.

HIST 580. Asian History. 3 Hours.
Readings in the history of 20th century Asia study some of the religious, cultural, social, and political issues that influence 20th century Asian history. Students are required to read four books with sufficient proficiency to write an intellectually sound analysis. For three of the books, students will make an oral presentation and respond to class questions. Students will participate in colloquia in which their colleagues read books on similar topics. The goal is that all of the participants will have sufficient knowledge of a topic to inspire spirited verbal sparring in class. Class contributions will be evaluated.

HIST 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

HIST 590. Internship. 3 Hours.
The history internship offers students an opportunity to work in fields of study associated with a master's degree in history. Students will participate in a variety of tasks which will provide them an introduction to fields of work in history.

HIST 597. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

ITED 501. Instructional Technology Foundations. 3 Hours.
This course provides an introduction to the field of Instructional Technology (IT). It addresses the fundamentals of Instructional Technology, including the history of the field, instructional systems development (ISD) models, learning theories, instructional design theories, performance technology, trends and issues, and career opportunities. Prerequisite: Instructor permission required.

ITED 511. Teaching with Emerging Technologies. 3 Hours.
The Web 2.0 and other emerging learning technologies have the potential to provide effective and powerful learning environments in which learners can develop skills the information age require. This course explores innovative ways of utilizing emerging technologies to facilitate learning and to improve the way we teach. Topics include blogs, podcasts, wikis, online social networks, virtual worlds, and digital game-based learning. Prerequisite: Instructor permission required.
ITED 512. Evaluation in Instructional Technology. 3 Hours.
This course will focus on two main components: (1) formative and summative evaluation of instructional materials and (2) program evaluations in the field of instructional technology. Students will explore several aspects of conducting evaluations: planning and designing an evaluation, developing appropriate instruments, collecting and analyzing data, and communicating results and recommendations. Prerequisite: ITED 520.

ITED 520. Instructional Design and Development. 3 Hours.
This course provides students with experiences necessary to develop the knowledge, skills, and attitudes required for designing effective instruction that meets the needs of the information age. Students will explore the instructional systems development (ISD) process, from analysis through evaluation, and engage in authentic instruction design activities. This course replaces ITED 502 and 503. Prerequisite: Permission of the instructor.

ITED 521. Instructional Multimedia Design and Development. 3 Hours.
This course prepares students to develop the ability to apply theories of multimedia learning and design principles to multimedia design and produce an effective Web-based multimedia lesson. It addresses theoretical foundations, principles of multimedia learning, multimedia design process, interface design, typography, graphic design, audio and video production, and instructional animations. Prerequisite: ITED 520.

ITED 523. Online Learning and Teaching. 3 Hours.
This course focuses on two major components: (1) research on e-learning and (2) e-learning course development. Students will explore a variety of issues in online teaching and learning, conduct research, and engage in authentic design activities. The activities include developing a design document, interviewing SME's, developing content drafts, writing media scripts, and creating an online course. Prerequisite: ITED 520.

ITED 525. Designing Online Courses. 3 Hours.
This course develops students' ability to create effective online courses. It will focus learners' attention on unique characteristics and qualities of online courses. Learners will design effective experiences and materials to facilitate learning in a variety of online environments. The course is a good complement to ITED 523 - Online Learning and Teaching. It may be taken for an elective.

ITED 526. Advanced Instructional Video Development. 3 Hours.
This course teaches principles of instructional video development including designing for learning objectives, effective audio and lighting techniques, video recording and editing. It also explores effective use of video in the classroom or training setting. This course is cross-listed with ITED 426.

ITED 530. Research in Instructional Technology. 3 Hours.
This course provides an overview of research methodologies. It examines quantitative, qualitative, and mixed methods approaches. Particularly, it emphasizes the need for improving the knowledge base about instruction and focuses on research methods for building design theory. Students will explore diverse research methods, critique research articles and develop research plans.

ITED 532. Leadership in Educational Technology. 3 Hours.
This course aims to prepare students for leadership roles in the Instructional Technology field. It explores leadership theories and models and provides practical guidance for developing basic leadership skills. Beyond the basics, it also examines new roles and skills of leaders for facilitating technology transformation as well as for building learning organization. Cross-listed with AHED 532.

ITED 550. Adv Instr Web Site Development. 3 Hours.
This course introduces the student to the concepts of web site development using basic web editors and presents CSS as a conceptual bridge to the technical aspects of web development. Students will demonstrate competence through application of theories and concepts in a web design project. Students will use HTML as a beginning language in this course.

ITED 560. Introduction to Web-Based Instructional Content Development. 3 Hours.
This course teaches principles and application of html and object-oriented programming (using JavaScript). Special attention is placed on fundamental programming techniques, concepts, and documentation as used in instructional software development. Prerequisite: ITED 550.

ITED 580. Advanced Instructional Technology Project Management. 3 Hours.
This course introduces students to the basic processes of project management for instructional design projects. Students will learn about project development cycle, organizational issues, methods of planning, and techniques for managing the business and creative aspects of a successful instructional technology project. In addition, students will learn to use project management software for organizing, scheduling and monitoring project progress. Cross-listed with ITED 480.

ITED 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

ITED 590. Internship in Instructional Technology. 3 Hours.
This course is a supervised, field-based experience in which the student demonstrates ability to apply knowledge, skills, and dispositions acquired through program coursework, to the design, development, evaluation and implementation of technology-based instructional and training projects in a "real-life" work setting. The internship experience provides students the opportunity to apply theories, concepts, and principles of instructional technology to solving an instructional or a training problem in an authentic education or corporate setting. Prerequisite: Instructor permission required.

ITED 597. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.
MAED 501. Number Concepts and Algebra. 3 Hours.
This course is for elementary mathematics teachers seeking certification as Master Mathematics Teachers. The course provides a rigorous study of the concepts and applications of number concepts and algebra for the elementary classroom from advanced theoretical, historical, and pedagogical viewpoints. A research component will be required. Appropriate computer software and hand held technologies will be utilized. Prerequisite: Acceptance into the Master Mathematics Teacher Certification Program or instructor approval.

MAED 502. Patterns and Geometry. 3 Hours.
This course is for elementary mathematics teachers seeking certification as Master Mathematics Teachers. The course provides a rigorous study of the concepts and applications of patterns and geometry for the elementary classroom from advanced theoretical, historical, and pedagogical viewpoints. A research component will be required. Appropriate computer software and hand held technologies will be utilized. Prerequisite: Acceptance into the Master Mathematics Teacher Certificate Program or instructor approval.

MAED 503. Measurement, Probability and Statistics. 3 Hours.
This course is for elementary mathematics teachers seeking certification as Master Mathematics Teachers. The course provides a rigorous study of the concepts and applications of measurement, probability and statistics for the elementary classroom from advanced theoretical, historical and pedagogical viewpoints. A research component will be required. Appropriate computer software and hand held technologies will be utilized. Prerequisite: Acceptance into the Master Mathematics Teacher Certificate Program or instructor approval.

MAED 520. Mathematics Methods for Secondary Education. 3 Hours.
The course is designed to provide experience with methods for teaching mathematics at the secondary level. Course content will focus on mathematics instruction and contemporary topics as outlined by the NCTM Principles and Standards for School Mathematics. Course instruction is designed to help the mathematics teacher understand how to better plan, develop, and implement teaching methods and strategies in the classroom. Appropriate computer software and hand held technologies will be utilized. Offered in the summer as needed. Prerequisite: At least 24 hours of undergraduate mathematics or instructor approval.

MAED 529. Workshop in Mathematics Education. 3 Hours.
This course is designed to provide in-service mathematics teachers with content knowledge and pedagogical techniques for teaching mathematics to grades K-12. Topics include problem solving, numbers and operations, patterns, functions, algebra, geometry and measurement, data analysis, statistics, probability, trigonometry, and calculus. Appropriate computer software and hand held technologies will be utilized. This class is offered in the summer as needed and may be repeated when topics vary. Prerequisite: At least 12 hours of undergraduate mathematics or instructor approval.

MAED 540. Problem Solving for Elementary Teachers. 3 Hours.
This course is designed to extend the participants' knowledge and skills in teaching elementary mathematical concepts utilizing exploration, conjecture, communication, and reasoning strategies. There will be an emphasis on using logic and evidence rather than the textbook as authority; critical thinking rather than memorization, and problem solving rather than repetition, and the connection of concepts to real-world applications. Students will be challenged to expand and modify their current notions about effective elementary mathematical teaching. A research component will be required. Appropriate computer software and hand held technologies will be utilized. Prerequisite: At least 12 hours of undergraduate mathematics or instructor approval.

MAED 589. Individual Study. 3 Hours.
This course provides an option for individualized instruction and research. It may be repeated when topics vary. Prerequisite: Instructor approval.

MAED 597. Special Topics. 3 Hours.
This is an organized class and may be repeated when topics vary. Prerequisite: Instructor approval.

MATH 525. Advanced Geometry. 3 Hours.
This course provides a rigorous study of the concepts and applications of advanced geometries other than Euclidean. A research component will be required. Appropriate computer software and hand held technologies will be utilized. Prerequisite: At least 24 hours of undergraduate mathematics including a course comparable to College Geometry.

MATH 533. Algebraic Structures. 3 Hours.
This course provides a rigorous study of the concepts and applications of common algebraic structures. A research component will be required. Appropriate computer software and hand held technologies will be utilized. Prerequisite: At least 24 hours of undergraduate mathematics including a course comparable to Discrete Mathematics.

MATH 537. Vector Spaces and Linear Transformation. 3 Hours.
This course provides a rigorous study of the concepts and applications of vector spaces and linear transformations from a more algebraic and theoretical viewpoint. A research component will be required. Appropriate computer software and hand held technologies will be utilized. Prerequisite: At least 24 hours of undergraduate mathematics including a course comparable to Linear Algebra.

MATH 545. Analysis. 3 Hours.
This course provides a rigorous study of the concepts and applications of the underpinnings of calculus from an advanced theoretical viewpoint. A research component will be required. Appropriate computer software and hand held technologies will be utilized. Prerequisite: At least 24 hours of undergraduate mathematics including two courses comparable to Calculus I and Calculus II.

MATH 589. Independent Study. 3 Hours.
This course provides an option for individualized instruction and research. It may be repeated when topics vary. Prerequisite: Instructor approval.

MATH 597. Special Topics. 3 Hours.
This is an organized class and may be repeated when topics vary. Prerequisite: Instructor approval.
MATH 599. Independent Research. 1-6 Hours.
This is an independent research in Math conducted by a student under the guidance of a faculty member of his or her choice. Credits and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: Consent of instructor.

RDG 501. Fundamentals of Reading Instruction. 3 Hours.
This course provides the essential reading skills and teaching techniques for pre-service teachers. Additionally, the course covers effective components of reading instruction, along with research-based student interventions. Prerequisite: Must be admitted into Alternative Certification Program.

RDG 560. Diagnostic and Remedial Reading. 3 Hours.
This course focuses on evidence-based reading interventions for the struggling reader. The essential components of effective reading instruction, scientifically based reading strategies, and appropriate literacy assessments will be addressed. This course will assist the reading teacher/specialist in acquiring the necessary understandings and techniques to close achievement gaps in reading.

RDG 561. Clinical Practicum in Reading. 3 Hours.
This course focuses on evidence-based reading instruction. The features of effective reading instruction, scientifically based reading strategies, and appropriate literacy assessments will be applied in a clinical setting. This course will assist the reading teacher/specialist in acquiring the necessary understandings and techniques to facilitate reading instruction for all students.

RDG 562. Prescriptive Reading. 3 Hours.
This course provides a framework for examining reading difficulties in all components of reading instruction. Effective assessment techniques and strategies to scaffold student learning will be discussed. Prerequisite: Must be admitted into Alternative Certification Program.

RDG 563. Teaching Reading in the Content Area. 3 Hours.
This course assists the content area teacher in acquiring the necessary understandings and techniques to more effectively facilitate learning from textbooks. Prerequisite: Must be admitted into Alternative Certification Program.

RDG 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary. Prerequisite: Requires a student contract approved by the instructor and dean.

SPED 520. Technology for Inclusion. 3 Hours.
This course focuses on developing students’ understanding of learners with special needs and the use of assistive technologies (AT) to meet the needs of such learners in inclusive settings. Students will investigate inclusion, accessible design, and using technology to meet the objectives of Individualized Education Plans of students with disabilities.

SPED 525. Special Education Law. 3 Hours.
This course explores special education legislation (federal and state) influencing the current practices in public and private schools, agencies, communities, and public services relative to individuals with disabilities.

SPED 526. The Young Exceptional Child. 3 Hours.
The American population is increasingly diverse. It is critical that educators, especially early childhood and special educators, study child development from a multicultural perspective. Play is the work of young children, but children of different cultures utilize play in different ways. They also vary in the manner of communication and the manner in which they respond to adults. This course will familiarize students with research-based program models and curricula that are appropriate for early childhood special education. Students will describe the characteristics of children in the early years of development who have special needs and explain the classroom adaptations that can be used to support their learning. Students will also describe appropriate social interactions, learning, language, plan, and overall behaviors for young exceptional learners through a multicultural perspective.

SPED 527. Methods of Teaching Young Learners with Disabilities. 3 Hours.
In this course students will study research-based behavior management and instructional techniques appropriate for the instruction of early childhood children. Students will design and evaluate curricula using principles of developmentally appropriate practice for infants and children from birth to 5 years, including individualized, child-centered learning that is relationship-based, active, culturally sensitive and inclusive. Students will design effective family involvement and physical, social and instructional environments using universal design including applications of instructional and assistive technology for young children. Additionally, students will distinguish between young children with developmental disabilities and normally developing young children as they visit early childhood classrooms and PPCD classrooms.

SPED 540. Introduction to Exceptionalities. 3 Hours.
This course provides teachers with a foundational knowledge and basic understandings needed to work with students with exceptionalities. Students will investigate the learning and behavioral characteristics of students with exceptionalities and laws relative to this population. Prerequisite: Must be admitted into Alternative Certification Program.

SPED 541. Assessment and Instructional Planning. 3 Hours.
This course provides the student with experiences to develop competency in informal assessment procedures that address processing and learning. Students link the results of neurodevelopment assessment, curriculum-based assessment, and performance-based assessment to individualized instructional planning.
SPED 542. Methods for Exceptional Learners I. 3 Hours.
This course prepares teachers to meet the need of learners with moderate to severe disabilities, ages 3 to 21 years. The course content focuses on: methods of instruction for students with moderate to severe disabilities, research-based instructional interventions demonstrated to be effective with this specific population, and strategies to measure, document, and track student performance for the purpose of making evidence-based decisions and planning.

SPED 543. Methods for Exceptional Learners II. 3 Hours.
This course prepares teachers to meet the needs of learners with mild to moderate disabilities, ages 3 to 21 years. The course content focuses on: (1) methods of instruction for students with mild to moderate disabilities in inclusive settings; (2) research-based instructional interventions demonstrated to be effective with this specific population, and (3) strategies to measure, document, and track student performance for the purposes of making evidence-based decisions and planning.

SPED 547. Cognitive Assessment. 4 Hours.
This course provides the students with experiences to develop competent skills in individual cognitive assessment for children, adolescents, and adults. Specific emphasis is on the administration and interpretation of formal standardized instruments. Prerequisite: SPED 549.

SPED 548. Instructional Planning for Diagnosticians. 3 Hours.
This course provides the students with experiences needed to develop legal and educationally beneficial Individual Education Programs (IEPs). Students use assessment results to write Individualized Educational Plan goals, and investigate collaborative planning key stakeholders. Prerequisite: SPED 547 and SPED 549.

SPED 549. Achievement Assessment. 4 Hours.
This course emphasizes the administration of formal standardized instruments, and the use of results for instructional planning.

SPED 556. Behavior Management and Motivation. 3 Hours.
This course examines motivational and behavior management theories and strategies. The use of functional behavioral assessment, as well as its application to intervention planning, is emphasized along with current research, issues, and trends.

SPED 585. Practicum for Educational Diagnosticians. 1 Hour.
This course provides a platform for students in the Educational Diagnostician program to actively "shadow" a practicing diagnostician while they complete their professional activities in public school in meeting time management, assessment, collaboration, legal and ethical requirements of their position. Additionally, students will demonstrate competency in administering individual cognitive assessments using the Wechsler Intelligence Tests and Woodcock-Johnson Cognitive Assessment Battery for purposes of eligibility determination, diagnosis, and individualized instructional planning.

SPED 589. Individual Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary. Prerequisite: Requires a student contract with approval of the instructor and dean.

SPED 597. Special Topic. 1-3 Hours.
Instructors will provide an organized class designed to cover areas of a specific topic. Students may repeat the course when topics vary.

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Assistant Professor of Education
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Email: sandra.labby@tamut.edu (gaynell.green@tamut.edu)
Phone: 903-334-6680

Master of Science- Interdisciplinary Studies w/ Teacher Certification
Admission Requirements
• Baccalaureate degree
• Minimum of cumulative 2.80 GPA or 2.80 GPA in last 60 hours of undergraduate degree program
• Teacher Certification candidates must submit a passing score on the TExES exam for Admission (in lieu of GRE or MAT)
• Three letters of academic recommendation
• Writing sample conducted in campus Testing Center
• Letter of interest with statement of goals included
Master of Science- Interdisciplinary Studies w/ Teacher Certification

• Resume
• Teacher Certification candidates must also submit an application through the TK20 (https://tamut.tk20.com/campustoolshighered/start.do) website.

For more information, contact the Graduate Alternative Certification Program Office at 903-223-3044 or education.department@tamut.edu.

Requirements must be submitted to the Graduate Studies Office by the designated deadline of first semester of enrollment.


Contact: Dr. Gaynell Green; (903) 223-3165; gaynell.green@tamut.edu

Degree Requirements

Students must meet with the advisor from the Graduate Alternative Certification Program (Debbie Hopkins) and the MSIS Program (Dr. Gaynell Green) prior to enrolling in any coursework. Your advisor will help you choose your electives.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>IS 501</td>
<td>Interdisciplinary Studies Seminar</td>
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<tr>
<td>ED 520</td>
<td>Education Research Literature and Techniques</td>
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<tr>
<td>ENG 593</td>
<td>Research in Composition</td>
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<tr>
<td>ENG 595</td>
<td>Research Literature and Techniques</td>
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<tr>
<td>HIST 500</td>
<td>Historiography</td>
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<tr>
<td>PSY 540</td>
<td>Research Literature and Techniques</td>
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<tr>
<td>ED 506</td>
<td>Classroom Management and Basic Law for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>ED 508</td>
<td>Introduction to Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ED 530</td>
<td>Human Growth and Development for Educators</td>
<td>3</td>
</tr>
<tr>
<td>ED 557</td>
<td>Innovative Learner-Centered Strategies for Student Success</td>
<td>3</td>
</tr>
<tr>
<td>IS 590</td>
<td>Capstone Portfolio I</td>
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</tr>
<tr>
<td>IS 591</td>
<td>Capstone Portfolio II</td>
<td>1</td>
</tr>
</tbody>
</table>

Minimum Hours for Degree 36

1 Supplemental discipline options in 1 of the following disciplines: Biology, Communication, English, History, Education Administration, Adult & Higher Education, Mathematics, Math Education, instructional Technology, Special Education, Education, Reading, Psychology (see program advisor to select courses), Economics, Management, Counseling, or a discipline transferred from another accredited institution with approval of advisor.

Graduate Courses in Teacher Certification

ED 506. Classroom Management and Basic Law for Teachers. 3 Hours.
This course presents all aspects of classroom management from organizing classroom space to strategies for dealing with student behavior. Basic Texas education laws will be presented ranging from contracts to the First Amendment in schools. This course will prepare the student to feel confident not only on the first day of school but for the entire year. Prerequisite: Must be admitted into the Alternative Certification Program.

ED 508. Introduction to Teaching. 3 Hours.
This course examines learning theories along with their impact on strategies for effective teaching. Educational measurement and evaluation (STAAR) used by schools will be studied. Prerequisite: Must be admitted into the Alternative Certification Program.

ED 530. Human Growth and Development for Educators. 3 Hours.
This course examines cognitive, physical, psychological, and social development of humans from conception through adolescence (0-20 years). Theoretical frameworks, critical issues, and current research pertaining to each life-stage are included. Educational implications of domain specific developmental factors are highlighted. Study of the overlay of creativity, resiliency, and focus of control are added psychological variables integrated for further understanding of developmental influences on student success and/or failure in learning and school. Prerequisite: Must be admitted into the Alternative Certification Program.
ED 557. Innovative Learner-Centered Strategies for Student Success. 3 Hours.
This course contains the professional body of knowledge necessary for the effective teaching of diverse learners for student success. Course emphasis is centered on understanding theories and strategies that address the needs of a diverse population in the public school systems. Prerequisite: Must be admitted into the Alternative Certification Program.

ITED 511. Teaching with Emerging Technologies. 3 Hours.
The Web 2.0 and other emerging learning technologies have the potential to provide effective and powerful learning environments in which learners can develop skills the information age require. This course explores innovative ways of utilizing emerging technologies to facilitate learning and to improve the way we teach. Topics include blogs, podcasts, wikis, online social networks, virtual worlds, and digital game-based learning. Prerequisite: Instructor permission required.

IS 595. Research Literature and Techniques. 3 Hours.
This is a review of research studies produced by investigators in student’s major field with emphasis on investigative and verification techniques employed. Students will demonstrate competence in using systematic research techniques by investigation and formal reporting of a problem.

IS 596. MSIS Research Project. 3 Hours.
This is an independent/directed study course wherein the student refines and completes a final project for the MSIS degree. The instructor and an outside evaluator will work with the student during the semester, with the student submitting rough drafts of the project throughout the semester. The student will be evaluated by their mentor and two additional faculty. The faculty will look for evidence that the student has mastered the learning outcomes expected in the MSIS program.

RDG 501. Fundamentals of Reading Instruction. 3 Hours.
This course provides the essential reading skills and teaching techniques for pre-service teachers. Additionally, the course covers effective components of reading instruction, along with research-based student interventions. Prerequisite: Must be admitted into Alternative Certification Program.

RDG 562. Prescriptive Reading. 3 Hours.
This course provides a framework for examining reading difficulties in all components of reading instruction. Effective assessment techniques and strategies to scaffold student learning will be discussed. Prerequisite: Must be admitted into Alternative Certification Program.

RDG 563. Teaching Reading in the Content Area. 3 Hours.
This course assists the content area teacher in acquiring the necessary understandings and techniques to more effectively facilitate learning from textbooks. Prerequisite: Must be admitted into Alternative Certification Program.

Faculty
Dr. Gaynell Green
Associate Professor
Email: gaynell.green@tamut.edu

Dr. Teri Fowler
Associate Professor
Email: teri.fowler@tamut.edu

Dr. Sandra Labby
Assistant Professor
Email: slabby@tamut.edu

Dr. Sara Lawrence
Assistant Professor
Email: sara.lawrence@tamut.edu

Dr. Judy Sander
Professor
Email: judy.sander@tamut.edu

Dr. Abbie Strunc
Assistant Professor
Email: astrunc@tamut.edu

Master of Science in Nursing (MSN)
Texas A&M University-Texarkana offers a master’s degree in nursing administration. This program is designed for a nurse with a baccalaureate degree in nursing who wishes to assume a leadership role in Nursing Administration.

The Master of Science in Nursing degree at Texas A&M-Texarkana is accredited by the Commission of Collegiate Nursing Education, http://www.aacn.nche.edu/ccne-accreditation.
Admission Requirements

- A baccalaureate degree in nursing from an institution of higher education that is both accredited by the appropriate regional accrediting agency and either the NLNAC or the CCNE and a minimum of one year experience as Registered Nurse (RN).

- Current, unencumbered registered nurse license to practice in the State of Texas or licensed in the state where practicums will occur (must show active licensure by the end of the first semester).

- Immunizations, CPR certification, negative drug screen, personal health insurance, and personal nursing liability insurance.

- Criminal background check.

- Completed application and fee payment; official transcripts from each institution attended; résumé; letter of interest, commitment, and purpose for pursing a master's degree; and at least two letters of support from supervisors or professional mentors.

- Minimum cumulative grade point average of 3.0 (on a 4.0 scale) in the last 60 hours of undergraduate nursing course work.

Requirements must be submitted to the Graduate Studies Office by the designated deadline of first semester of enrollment.

Contact: 903-334-6649 or nursing@tamut.edu

Degree Requirements

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 505</td>
<td>Evidence Based Practice I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 506</td>
<td>Evidence Based Practice II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 507</td>
<td>Healthcare Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 508</td>
<td>Quality Improvement and Safety</td>
<td>3</td>
</tr>
<tr>
<td>NURS 509</td>
<td>Healthcare Population Health/Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>NURS 510</td>
<td>Organizational Behavior and Systems Leadership</td>
<td>3</td>
</tr>
<tr>
<td>NURS 513</td>
<td>Management of Complex Systems in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 514</td>
<td>Healthcare Law, Ethics and Policy</td>
<td>3</td>
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<tr>
<td>NURS 522</td>
<td>Healthcare Economics and Financial Management</td>
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<td>NURS 525</td>
<td>Capstone Project</td>
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<tr>
<td></td>
<td>Approved Electives</td>
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</tr>
<tr>
<td></td>
<td>Minimum Hours for Degree</td>
<td>33</td>
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</table>

Graduate Courses in Nursing

**NURS 505. Evidence Based Practice I. 3 Hours.**
The course builds on the student’s prior basic knowledge of the research process and the application of evidence to the practice setting. At the graduate level, the nurse translates current evidence and identifies gaps where there is insufficient evidence to support practice. The graduate level nurse, as a result of this course, will lead the process of implementing evidence as the basis for practice at all levels of direct and indirect care. This is the first of two courses. This course emphasizes theory as the foundation for research, ethics in research, and qualitative approaches to research.

**NURS 506. Evidence Based Practice II. 3 Hours.**
This course is the second of two courses focusing on the application of evidence to clinical practice. This course emphasizes the appraisal and application of quantitative research findings, enabling the student to perform a rapid critical analysis, participate in the development of evidence and devise strategies for the implementation of findings. The course emphasizes the application of evidence to aggregate populations. Prerequisite: NURS 505.

**NURS 507. Healthcare Informatics. 3 Hours.**
This course prepares the student to utilize informatics and healthcare technologies to deliver and enhance patient care through the use of patient care technologies, communication and date management technologies, health care management for evidence based care and education, and electronic health records.

**NURS 508. Quality Improvement and Safety. 3 Hours.**
This course prepares the student to use the methods, tools, performance measures, culture of safety principles, and quality standards to create a safe patient environment. The student will provide leadership in quality improvement activities in a clinical setting.
NURS 509. Healthcare Population Health/Health Policy. 3 Hours.
Clinical prevention and health promotion is emphasized in this course that prepares the graduate student to improve the health status of populations, particularly those affected by health disparities. The course will assist the student to develop competence in political activism and policy advocacy. The relationship between health care policy and health disparities are discussed as a factor in poor health outcomes. The student will plan strategies for collaboration with other professionals to affect change.

NURS 510. Organizational Behavior and Systems Leadership. 3 Hours.
This course prepares the student to apply complexity theory and systems thinking, leadership theory, characteristics of organizational behavior and value-driven healthcare within the culture of an organization. The emphasis is on developing the ability to create collaborative relationships, provide leadership to affect change, and improve organizational functioning in the provision of safe, quality care.

NURS 512. Healthcare Economics and Finance. 3 Hours.
The focus in this course is on the financial impact of administrative and management decisions across health care organizations. Students will explore the interconnectivity between finance and other aspects of health care such as safety and quality through evidence in economics and cost accounting, budgeting, staffing effectiveness and legal/ethical issues.

NURS 513. Management of Complex Systems in Nursing. 3 Hours.
This is a practicum course in which the student practices in a leadership role under the supervision of a preceptor. The student will manage a nursing unit, communicate and collaborate interprofessionally, assist in budget preparation/management, make staffing decisions, participate in quality improvement strategies, and evaluate care outcomes. This course requires 90 hours of practicum experience.

NURS 514. Healthcare Law, Ethics and Policy. 3 Hours.
The student will analyze a variety of ethical and legal dilemmas commonly encountered in the educational, managerial/administrative role and apply a framework for decision-making. A discussion of health care programs that affect and result from policy, the interaction of stakeholders in the real world, and an examination of the health care system of other countries enables the student to better understand the US healthcare system.

NURS 520. Administrative Theories. 3 Hours.
Theories of leadership and organizational behavior as they apply to the health care arena are explored. A personal philosophy of nursing leadership applicable to a wide variety of roles will be identified. It focuses on implementation of strategies for change while analyzing the probable consequences of alternative plans and actions. Major content includes (but is not limited to) preparing the environment for change, professional and organizational communications, policy development, contracting, negotiating, and delegating. Prerequisite: Student must have graduated with a BSN and be admitted to the MSN program.

This course focuses on providing the nurse administrator/manager with a basis for understanding the fiscal status of health care organizations. The nurse executive role in financial management, strategic planning and marketing, quality assurance, and risk management initiative for health care organizations is explored. Prerequisite: Student must have graduated with a BSN and be admitted to the MSN program.

NURS 525. Capstone Project. 3 Hours.
In the clinical capstone, the student will implement and evaluate a clinical proposal/clinical project in the practice setting based on best evidence. The purpose of the project is to integrate the knowledge and theory gained in graduate nursing courses to improve an aspect of patient care. At the completion of the project, the student will present results in an oral presentation and in a professional paper suitable for publication. Prerequisite: NURS 522 and NURS 513.

NURS 526. Capstone Project II. 2 Hours.
This is the second of two courses in which the student plans and implements a clinical proposal/clinical project. In this course, the student will implement, evaluate and disseminate findings of the proposal developed in NURS 525. Prerequisite: NURS 525.

NURS 589. Independent Study in Nursing. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

NURS 591. Research Project. 3 Hours.
This course involves the investigation of a selected nursing problem for a chosen theoretical perspective under the direction of a Faculty Research Advisor. The student will enroll for two consecutive semesters, enrolling for 3 hours each semester until the project is completed and successfully defended. ONLY 6 SCH may apply toward degree requirements. If additional time is needed to complete, then the student must enroll for 3 SCH for each additional semester until course requirements are met. This course may be done as a group project of no more than 2 or 3 students.

NURS 599. Independent Research. 1-6 Hours.
This course is an independent research in Nursing conducted by a student under the guidance of a doctorally prepared Nursing faculty member of his or her choice. The student may conduct research in the clinical practice area and assist with literature searches, data gathering, data entry and analyses, and dissemination of results. SCH and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: NURS 505 or by instructor consent.

Faculty
Karen Landry
Associate Professor
Email: klandry@tamut.edu
Master of Science- Psychology

The Master of Science in Psychology is designed to build and enhance the skills needed to function in professional roles related to Psychology including research and teaching. The program offers advanced training in psychology, brain function, human development and behavior as well as basic and advanced research methods. Student interaction, real life examples of cognitive function and behavioral patterns along with rich face to face discussions form the learning dynamic, while students are also provided an engaging and effective environment to stimulate critical thinking, writing skills and interpersonal communications.

Faculty Contact: Dr. Angela Sikorski; (903) 223-3018; angela.sikorski@tamut.edu; Dr. Tommie Hughes; tommie.hughes@tamut.edu

Admission Requirements

- Baccalaureate degree in Psychology or a related discipline
- Minimum index score based on a formula that includes the student’s overall undergraduate GPA and GRE score.
  - If the GRE was taken prior to August 1, 2011, the minimum index score is 1400. IS = \((GPA \times 200) + (G_{quantitative} + G_{verbal})\)
  - if the GRE was taken after August 1, 2011, the minimum index score is 446. IS = \((GPA \times ((130/GPA) + 10) + (G_{quantitative} + G_{verbal})\)
- Three positive letters of academic recommendation from faculty or professional mentors
- Letter of interest, commitment, and purpose to the program
- Resume

Requirements must be submitted to the Graduate Studies Office by the designated deadline of first semester of enrollment.

Degree Requirements

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Major Courses</td>
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<tr>
<td>PSY 503</td>
<td>Psychology of Behavior Disorders</td>
<td>3</td>
</tr>
<tr>
<td>PSY 516</td>
<td>Psychological Theories of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSY 539</td>
<td>Advanced Psychological Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 540</td>
<td>Research Literature and Techniques</td>
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<td>PSY 541</td>
<td>Advanced Cognitive Psychology</td>
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<tr>
<td>PSY 542</td>
<td>Advanced Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 543</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 544</td>
<td>Advanced Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 546</td>
<td>Advanced Personality Theories</td>
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<tr>
<td>Select 9 semester credit hours</td>
<td>Prescribed Electives from the following:</td>
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<tr>
<td>PSY 535</td>
<td>Behavior Modification</td>
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<tr>
<td>PSY 545</td>
<td>Human Sexual Behavior</td>
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<tr>
<td>PSY 560</td>
<td>Clinical Assessment</td>
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<tr>
<td>PSY 575</td>
<td>Ethics in Counseling and Psychology</td>
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<tr>
<td>PSY 579</td>
<td>Psychopharmacology for Counselors</td>
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<tr>
<td>PSY 581</td>
<td>Child and Adolescent Psychology</td>
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</tr>
<tr>
<td>PSY 589</td>
<td>Individual Study</td>
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Minimum Hours for Degree

36

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<tr>
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<tr>
<td>PSYC 2301</td>
<td>General Psychology (^1)</td>
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<tr>
<td>PSYC 2317</td>
<td>Statistical Methods in Psychology (^2)</td>
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</tr>
<tr>
<td>PSY 316</td>
<td>Abnormal Psychology</td>
<td>3</td>
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</tbody>
</table>

\(^1\) Prereq for PSY 503
Graduate Courses in Psychology

PSY 503. Psychology of Behavior Disorders. 3 Hours.
This class prepares students to diagnose psychological disorders using the current diagnostic manual. Videotape cases will be used to illustrate the various types of disorders. Attention will also be given to gathering relevant information from the clinical interview, psychometrics, and other sources to assist in the diagnostic process. Prerequisite: PSY 316 or equivalent.

PSY 516. Psychological Theories of Learning. 3 Hours.
PSY 516 surveys the various theories of learning from classical and operant conditioning to cognitive developmental models and information processing. This course emphasizes application of appropriate theories to real life situations.

PSY 535. Behavior Modification. 3 Hours.
This course examines principles and techniques of behavior modification as it is applied to clinical, school, industrial and self-modification programs.

PSY 539. Advanced Psychological Statistics. 3 Hours.
Students will learn how to determine which statistical method is most appropriate for any given set of data. Students will also become adept in performing a variety of statistical computations as well as interpreting research results.

PSY 540. Research Literature and Techniques. 3 Hours.
Students will review and research studies produced by investigators in student's major field with emphasis on investigative and verification techniques employed. Demonstrate competence in using systematic research techniques by investigation and formal reporting of a problem.

PSY 541. Advanced Cognitive Psychology. 3 Hours.
Students will synthesize and analyze classic and contemporary readings in the cognitive sciences and apply their acquired knowledge of the subject to a variety of activities designed to provide firsthand experience in the field of cognitive psychology. Prerequisite: Graduate standing.

PSY 542. Advanced Physiological Psychology. 3 Hours.
This course examines the relationship between the brain and behavior. Students will study the anatomy of the central nervous system at a macroscopic and microscopic level, as well as the processes by which the nervous system interacts with the environment. Prerequisite: Graduate standing and PSYC 2317.

PSY 543. Human Growth and Development. 3 Hours.
This course examines physical, cognitive and psychosexual development across the human life span. Emphasis is given to the complex process that grows out of the interactions between a changing person and a changing world that continues throughout the entire life span.

PSY 544. Advanced Social Psychology. 3 Hours.
This course will examine the social influences on human behavior by reviewing current and historically relevant psychological research. Prerequisite: PSYC 2301.

PSY 545. Human Sexual Behavior. 3 Hours.
Human Sexual Behavior examines biological capabilities, psychological characteristics, and social and cultural influences on human sexual behavior. The course emphasizes the diversity of sexual learning, attitudes, and values. Students who have already completed PSY 445 are not eligible for this course. (Cross listed with PSY 445.).

PSY 546. Advanced Personality Theories. 3 Hours.
This course will survey both classic and current topics in advanced personality psychology with an emphasis on application to both observational and experimental research in the field. Students will participate in a class project to write a research proposal and have the opportunity to participate in completing the project and presenting at a professional conference. Prerequisite: PSYC 2301.

PSY 560. Clinical Assessment. 3 Hours.
This course provides students with historical perspective concerning the nature and meaning of assessment. It addresses basic concepts of standardized and non standardized methods of clinical assessment for a variety of clinical settings. Also addressed are the statistical and psychometric concepts of reliability and validity. The student will learn how the Mental Status Exam, Clinical Interview and MMPI-2 are used in clinical settings and how to perform these assessments complete to report writing. The student will learn how to evaluate the quality of testing instruments. Issues of diversity and ethical strategies for selecting, administering and interpreting assessment and evaluation instruments are addressed. Prerequisite: PSYC 2317.

PSY 572. Intelligence Testing. 3 Hours.
This class focuses on the assessment of intelligence of children, adolescents and adults. The course will familiarize students with the history, purpose and process of measuring intelligence. Students will administer, score, and interpret results on the WPPSI-III, WISC-IV and the WAIS-III.

PSY 575. Ethics in Counseling and Psychology. 3 Hours.
Students explore the range of ethical issues that professionals may encounter within the field of psychology. Through lecture, discussion, reading, and role-plays, students will explore such issues as ethical codes and ethical decision-making, boundaries of competence, confidentiality, dual relationships, insurance/third party payments, advertising, assessment, teaching, therapy, and research.
PSY 578. Marriage and Family Therapy. 3 Hours.
This is an examination of the application of relationship counseling theory to the study of marital systems and the application of family systems theory to the study of family dynamics. The focus will be on structural, strategic and system approaches. A combination of didactic and experiential methods is employed. Students are expected to be involved in role-playing and strategic exercises.

PSY 579. Psychopharmacology for Counselors. 3 Hours.
The course is a basic introduction to psychopharmacology non-medical counselors. Basic neuropsychological principles will be discussed and applied to relevant diagnostic groups involving various classes of psychopharmacological medications. The course will help counselors to understand client issues that pertain to psychopharmacology. It will equip the counselor-in-training to better understand psychopharmacology and to interact with medical personnel who prescribe psychotherapeutic medications. This training will allow counselors to understand how medications are used and how the application of various psychopharmacological medications can affect the counseling process.

PSY 581. Child and Adolescent Psychology. 3 Hours.
This course examines the bio-psychosocial issues of children and adolescents. Psychological theories and counseling interventions that address the emotional needs of children and adolescents are studied. Emphasis is given to the diagnosis of psychological disorders and psychological treatment.

PSY 589. Individual Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

PSY 597. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

Faculty
Dr. Tommie Hughes
Associate Professor
Email: tommie.hughes@tamut.edu

Dr. Enobong Inyang
Assistant Professor
Email: enobong.inyang@tamut.edu

Dr. Dana Leighton
Assistant Professor
Email: dleighton@tamut.edu

Dr. Peter Racheotes
Professor
Email: peter.racheotes@tamut.edu

Dr. Angela Sikorski
Associate Professor
Email: angela.sikorski@tamut.edu

Principal Certification
The Principal Certification program allows individuals who are interested in leadership positions in K-12 schools to achieve the skills they need to become effective school leaders. The certification courses may be completed as a stand alone program (for students who already have a master's degree), or the course work may be included as part of the Master of Education in Education Leadership. The courses will increase knowledge of supervision of others, effective management strategies, principles of finance, Texas School Law as well as skills needed to pass the TExES Examination for Principal Certification.

Faculty contact: Dr. Maria B. Roberts (903)223-3161, maria.roberts@tamut.edu

Admission Requirements
1. Admission to the university
2. Transcript showing Bachelor's degree or above on file with Admissions office
3. If not degree seeking, a professional reference from a Texas A&M University-Texarkana professor in Educational Administration
4. Cumulative 3.0 GPA or 3.0 GPA in last 60 hours of undergraduate degree program
5. A valid classroom teaching certificate
6. Students must apply for the certificate program through the TK20 System.

Additional Requirements for Principal Certificate
1. Hold valid Masters degree
2. Maximum 12 semester credit hours transfer allowed
3. Two (2) years classroom teaching experience
4. Admission to the Professional Teacher Education Program
5. Pass Principal TExES exam

Upon completion of course work and additional requirements, student must apply to the State Board for Educator Certification for the certificate and submit appropriate fee.

**Probationary Certificate** requires completion of four (4) of the required courses (excluding ED 520) for initial (1-year) probationary certificate. Additional yearly renewal will require proof of adequate progress toward program completion. Probationary certificate may be renewed twice for a total of three (3) years.

**Note:** Degree seeking students must contact the Office of Graduate Studies for degree information.

### Certification Requirements

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EDLD 531</td>
<td>Instructional Leadership</td>
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<tr>
<td>EDLD 540</td>
<td>School Finance and Management</td>
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<tr>
<td>EDLD 570</td>
<td>Texas School Law</td>
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<tr>
<td>EDLD 574</td>
<td>Administration of Special and Compensatory Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 567</td>
<td>Supervision of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 580</td>
<td>Data Analysis for Campus Improvement</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 588</td>
<td>Principal Internship</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
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</tr>
</tbody>
</table>

### Principal Certification Courses

**EDLD 510. Curriculum Studies. 3 Hours.**
This course is designed to develop comprehensive understanding of modern curricular trends. The course includes historical data and current research with emphasis on aims, purposes, and outcomes of curricular changes.

**EDLD 531. Instructional Leadership. 3 Hours.**
This course is designed to provide both the knowledge and skills needed by an instructional leader in the application of a development system that is based upon a culture that is ethical, learner-centered, collaborative, continuously seeking to improve, and facilitates the achievement of high expectations. The goal is to attain and sustain leader behavior that assures quality student performance that enhances the probability of success through the application of a systemic approach that emphasizes the interrelationships that exist between and among the following Instructional Leadership Development components: data-driven decision making, supervision, professional development, organizational management, curriculum-instruction-assessment, evaluation, and community partnerships-communication. Prerequisite: Admitted into the Educator Preparation Program or by instructor permission.

**EDLD 540. School Finance and Management. 3 Hours.**
This course is designed to focus on the role of the principal in the planning, development and implementation of the financial aspect of a campus including budgeting, purchasing, human resources, and business office management that most effectively and equitably meets the identified instructional needs of the building and specifically supports increased student achievement as specified in the campus improvement plan. The management component of the course will address scheduling, discipline, and facility management.

**EDLD 560. Technology for School Improvement. 3 Hours.**
This course is designed for graduate students and includes technology for school improvement. Topics include information connecting learning communities, curriculum integration, staff development, sustainment of infrastructure and planning for the future. The class will have opportunities to work directly with programs on campus.

**EDLD 567. Supervision of Instruction. 3 Hours.**
This course is designed to focus on the role of the principal in promoting improved instruction in the classroom through the evaluation and professional development of faculty. Aspects of clinical supervision, including classroom observation, conferencing skills, and development of improvement plans through systemic staff development will be emphasized.

**EDLD 570. Texas School Law. 3 Hours.**
This course is designed to examine the legal framework and study the impact of any relationship between constitutional law, statutory law, administrative law, and judicial law that influence school administrators and faculty. This course involves field-based challenges emphasizing a high level of professional personnel accountability. As a result of increase in litigation throughout our global society, school leaders must be able to deal with a multitude of legal issues regarding constitutional rights, contracts, property claims, and torts, along with the impact of curriculum/instructing/assessment, plus student and employee rights in case law influencing the public schools. A primary focus will be on certification proficiencies and competencies as outlined by the State Board of Educator Certification Frameworks.
EDLD 574. Administration of Special and Compensatory Programs. 3 Hours.
This course is designed to prepare students to administer special and compensatory education programs. Emphasis is on basic concepts, issues, problems, and procedures in the management of special and compensatory education. The student's evaluation of these programs will be from both the legal and ethical perspectives that guide decisions necessary to provide opportunities for all students to be successful in school.

EDLD 580. Data Analysis for Campus Improvement. 3 Hours.
This course is designed to focus on analyzing and interpreting campus and community data for decision making necessary to promote the success of all children. Special emphasis will be on continuous improvement of the campus through the use of analysis of demographic, perception, learning, and school process data. Additionally, the course focuses on the development of educators as leaders in assessment, research, and evaluation.

EDLD 588. Principal Internship. 3 Hours.
This course is designed as a field-based course in which the student practices acquired skills and theories in an educational setting at the middle level management position. Prerequisite: Program Coordinator's approval.

EDLD 589. Individual Study. 3 Hours.
This course is designed for individual instruction. It may be repeated when topics vary.

EDLD 611. Doctoral Seminar. 3 Hours.
The Doctoral Seminar provides support and information to help graduate students in the Doctor of Education programs to successfully navigate the doctoral process. This course will focus on graduate level writing skills, writing literature reviews, APA formatting, use of library and university systems, and requisite skills to be successful in the program. Prerequisite: Admission into the doctoral program.

EDLD 612. Strategic Management and Change. 3 Hours.
To succeed in the future, leaders must develop the resources and capabilities needed to gain and sustain an advantage in traditional and emerging education markets. The focus of this course will be the strategic management for successful change with respect to the intended direction and goals of the organization; the organization's strengths and weaknesses; the current market structure; and the social, political, technological, economic, and global environments.

EDLD 613. Education and Non-Profit Law, Policy and Futurism. 3 Hours.
Students will examine the legal framework for education including the United States Constitution, federal and state statutes, and the body of case law affecting all aspects of education and non-profit organizations. Current policy and legal statutes are evaluated in relationship to the concepts and changes in futurism and the global issues in the field of education and other non-profit ventures. Prerequisite: Admission to the doctoral program.

EDLD 622. Communication for Organizational Leaders. 3 Hours.
Communication style and effectiveness of organizational leaders greatly impacts the success of individual education organizations. Knowledge of the pervasive impact of the computer, Internet, intranet, and other communication modalities will be integrated with time-honored communication principles to enable students to maximize their effectiveness in dynamic educational environments. In addition to community and internal organizational communication, students will focus on leading meetings, presentation skills, and dealing with criticism and conflict. Prerequisite: Admission to the doctoral program.

EDLD 623. Education Marketing and Public Relations. 3 Hours.
Effective public relations and marketing skills are essential to the success of all education organizations. Public relations and marketing efforts address how we want to present the organization to others (including "branding") and how to deal with the perceptions of who others believe we are. This course will help prepare students to engage in successful marketing and public relations to promote a variety of efforts, including fundraising, bond issues, and other priority goals in the education arena.

EDLD 624. Applied Instructional Technologies. 3 Hours.
This course provides students with an overview of current topics, trends and issues affecting technology and technological needs in the PK-12 environment. Special attention will be placed on current technology related trends, such as the application of Bring Your Own Device Policies (BYOD) and flipped classroom techniques. Prerequisite: Admission to the doctoral program.

EDLD 625. Field Study in National and International Cultural Perspectives. 3 Hours.
This course serves to broaden students' cultural and sociological perspective in education through a trip to Universidad Catolica de Pereira in Colombia, South America to visit PK12 schools in the region and Washington D.C. Public Schools. The trip includes visits to the American Association of School Administrators (AASA) national office, Association for Supervision and Curriculum Development (ASCD) national office, the Department of Education, and U.S. Congress. Prerequisite: Admission to the doctoral program.

EDLD 632. Contemporary Issues in Educational Leadership. 3 Hours.
This course explores contemporary issues that educational leaders face as they continue to lead their districts to higher levels of performance and achievement. A strong emphasis is placed on continuous improvement models as a foundation for implementing educational reform policies and mandates. A variety of topics such as current legal, political, social, cultural and economic issues as they relate to educational policy and decision-making will be discussed. Prerequisite: Admission to the doctoral program.

EDLD 661. Dissertation Prospectus Development. 3 Hours.
This course explores the theory, design frameworks, and how they relate to research methodologies in education. Various applications of research and procedures including quantitative analyses, naturalistic inquiry, research design, and preparation of research proposals as they relate to the discipline of educational administration constitute the core topics of this course. The end product of this course will be Chapter 1 of the dissertation proposal. These proposals will be used to determine dissertation chair assignments. Prerequisite: Admission to the doctoral program. This course is to be taken in the final semester of course work before dissertation.
EDLD 662. Methods of Inquiry. 3 Hours.
As an in-depth study of the theoretical and methodological approaches to qualitative research, students will explore the sociological/anthropological roots of qualitative research and apply these methodologies in practical situations related to executive leadership in education. The research approaches studied in this course include: ethnography, phenomenology, case studies, grounded theory, naturalistic inquiry, and thematic synthesis. Technologies that assist qualitative researchers in their investigations are utilized throughout this course. The development of doctoral research proposals, using qualitative research methods, is emphasized throughout this course. Prerequisite: Admission to the doctoral program.

EDLD 663. Statistical Methods in Educational Leadership. 3 Hours.
The course is designed to provide the student with the knowledge and skills needed to develop and conduct doctoral level research. As an in-depth study of the theoretical and methodological approaches to quantitative research, students explore foundations of quantitative research and apply these methodologies in practical situations related to executive leadership in education. The research processes studied in this course include: univariate statistics, including the use of Statistical Package for the Social Sciences (SPSS) with exercises related to various descriptive and inferential statistical techniques, and survey and action research analysis and design. The development of doctoral research proposals, using quantitative research methods, is emphasized throughout this course. Prerequisite: Admission to the doctoral program.

EDLD 670. Critical Conversations and Team Building. 3 Hours.
Building collaborative teams that are cohesive with accountability and purpose requires specific skills and training that is crucial for successful education leaders in a variety of settings. This course will focus on the critical communication skills necessary to manage personnel effectively, having critical conversations and best practices in team building. This course provides the opportunity for students to develop these skills and apply them in varied settings.

EDLD 690. Leadership of the Education Community. 3 Hours.
This course is designed to provide prospective public school superintendents/CEOs and other executive leaders with the knowledge and skills incorporated in Domain I of the test framework for Texas Superintendent Standards - Leadership of the Educational Community. The competencies included with Domain I address: (1) acting with integrity, fairness, and in an ethical manner; (2) the development, articulation, implementation, and stewardship of a vision of learning; (3) communication and collaboration with families and community members, including mobilizing community resources; and (4) responding to the political, social, economic, legal, and cultural context, including working with governance boards. The application of sound leadership principles developed in the business sector will be translated into effective strategies for the leadership of large governmental agencies. Prerequisite: Acceptance into the Educator Preparation Program or instructor permission.

EDLD 691. Superintendent Internship. 3 Hours.
Internship activities in all SBEC superintendent standards will be required unless determined unnecessary by the instructor based on the student’s prior experiences. Internship sites shall include private business, local or state government and/or management, public schools, public school support institutions, non-profit organizations, and/or others as determined appropriate on an individual basis. Prerequisite: Program Director’s approval.

EDLD 692. Dissertation Research. 3 Hours.
A candidate must present a dissertation acceptable to the student’s advisory committee and the Dean for Graduate Studies and Research on a problem in the area of specialization. To be acceptable, the dissertation must give evidence that the candidate has pursued a program of research, the results of which reveal superior academic competence and a significant contribution to knowledge. The focus of this course is to complete the final chapter of the dissertation and defend the dissertation. This course may be repeated until successful defense of the dissertation. Prerequisite: EDLD 692, EDLD 671, EDLD 672, and admission to candidacy.

EDLD 693. Dissertation Research. 3 Hours.
Leadership at the chief executive officer (CEO) level is the theme of this standards-based course. The application of strategic planning skills to enhance teaching and learning; to ensure alignment among curriculum, curriculum resources, and assessment; and to support the collection and use of multiple measures of success are promulgated through the requirements of this course. Emphasis is placed on skills designed to advocate, nurture, and sustain an instructional program and a culture that supports student learning and staff professional growth. Staff evaluation, improving staff performance, and effective models of supervision are emphasized. Prerequisite: Principal certification or Program Director’s approval.

EDLD 698. Administrative Leadership. 3 Hours.
Public school finance at the superintendent level and the general operation of the business office and other peripheral support functions of a public school will be studied. Related topics include student food services, transportation, facility management, maintenance and construction, development and marketing of bond elections, human resource management, district level budget development and management, data managment/analysis, and safe schools. Technology based infrastructure that supports student, personnel, and financing management will also be evaluated. The application of organizational, decision-making and problem-solving skills to facilitate position in varied contexts. Prerequisite: Principal certification or Program Director’s approval.

Faculty
Dr. Elaine L. Wilmore
Department Chair, Education Leadership
Associate Professor
Email: elaine.wilmore@tamut.edu
Superintendent Certification

Texas A&M University-Texarkana offers the Texas Education Agency Superintendent Certification to eligible candidates both on campus and at remote locations. The certification program consists of 12 semester credit hours that satisfies the State of Texas requirement for superintendent certification and focuses on the leadership domains established by the State Board of Educator Certification Superintendent Certification. Students are prepared for the TExES examination for Superintendent Certification and they experience an internship that prepares them for the role of superintendent. Texas A&M University-Texarkana offers this program fully online starting in Fall 2017 and has also partnered with the Region 8 Education Service Center to offer the Bill Ratliff Superintendent Certification Program. Students who successfully complete the 12 semester credit hours superintendent certification may apply those courses to a doctoral program in Education Leadership.

Admission Requirements

- Admission to the Superintendent Preparation Program
- Minimum 3.50 GPA in graduate work
- Copy of Mid-Management/Principal Certificate on file

Requirements must be submitted to the Graduate Studies Office by the designated deadline of first semester of enrollment. Students must apply for certificate Program through the TK20 System.

Certification Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>EDLD 690</td>
<td>Leadership of the Education Community</td>
<td>3</td>
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<tr>
<td>EDLD 691</td>
<td>Superintendent Internship</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 694</td>
<td>Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 698</td>
<td>Administrative Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours Required</td>
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<td>12</td>
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</table>

Superintendent Certification Courses

**EDLD 690. Leadership of the Education Community. 3 Hours.**
This course is designed to provide prospective public school superintendents/CEOs and other executive leaders with the knowledge and skills incorporated in Domain I of the test framework for Texas Superintendent Standards - Leadership of the Educational Community. The competencies included with Domain I address: (1) acting with integrity, fairness, and in an ethical manner; (2) the development, articulation, implementation, and stewardship of a vision of learning; (3) communication and collaboration with families and community members, including mobilizing community resources; and (4) responding to the political, social, economic, legal, and cultural context, including working with governance boards. The application of sound leadership principles developed in the business sector will be translated into effective strategies for the leadership of large governmental agencies. Prerequisite: Acceptance into the Educator Preparation Program or instructor permission.

**EDLD 691. Superintendent Internship. 3 Hours.**
Internship activities in all SBEC superintendent standards will be required unless determined unnecessary by the instructor based on the student’s prior experiences. Internship sites shall include private business, local or state government and/or management, public schools, public school support institutions, non-profit organizations, and/or others as determined appropriate on an individual basis. Prerequisite: Program Director’s approval.

**EDLD 694. Instructional Leadership. 3 Hours.**
Leadership at the chief executive officer (CEO) level is the theme of this standards-based course. The application of strategic planning skills to enhance teaching and learning; to ensure alignment among curriculum, curriculum resources, and assessment; and to support the collection and use of multiple measures of success are promulgated through the requirements of this course. Emphasis is placed on skills designed to advocate, nurture, and sustain an instructional program and a culture that supports student learning and staff professional growth. Staff evaluation, improving staff performance, and effective models of supervision are emphasized. Prerequisite: Principal certification or Program Director’s approval.
EDLD 698. Administrative Leadership. 3 Hours.
Public school finance at the superintendent level and the general operation of the business office and other peripheral support functions of a public school will be studied. Related topics include student food services, transportation, facility management, maintenance and construction, development and marketing of bond elections, human resource management, district level budget development and management, data management/analysis, and safe schools. Technology based infrastructure that supports student, personnel, and financing management will also be evaluated. The application of organizational, decision-making and problem-solving skills to facilitate position in varied contexts. Prerequisite: Principal certification or Program Director’s approval.

Faculty
College of Business, Engineering, and Technology
A degree from the College of Business, Engineering, and Technology at Texas A&M University-Texarkana provides a degree of recognized distinction. Texas A&M University-Texarkana business, engineering, and other technology oriented professional students have the opportunity to develop skills in critical thinking, leadership, communications, team work, and problem solving. These skills prepare students for their future roles, leading businesses and technology into the next millennium. The College of Business, Engineering, and Technology faculty are fully qualified and are eager to provide an exceptional educational experience for students. The faculty have earned various recognized honors of distinction, including Dr. Joan Brumm, who was awarded the Regent’s Professor designation in 2014.

The College of Business, Engineering, and Technology has partnerships with various local, regional, national and international professional groups which guides curriculum development allowing the College to offer top quality level educational programs. This College offers many degrees building skills to become successful technical leaders and managers in professional positions in a wide range of various industries.

Vision Statement
Texas A&M – Texarkana College of Business, Engineering, and Technology will be the preferred choice institution for students and prospective employers, known for academic excellence, student success and community leadership. We will not only prepare students for their chosen careers but also develop their capacities for community involvement and leadership.

Masters degrees:
• Accounting (MSA) (p. 349)
• Business Administration (MBA) (p. 351)
  • Energy Leadership Track (p. 355)
  • Information Technology Track (p. 360)
  • Management Track (p. 364)
• Supply Chain Management (p. 369)

Master of Science-Accounting
Admission Requirements
• Baccalaureate degree
• Academic preparation including GPA and prior degree(s)
• Minimum 2.50 GPA in last 60 hours of undergraduate degree program
• Three supportive letters from faculty, mentors, and/or employers
• Letter of interest in program
• Resume
• Official scores on the GMAT (GMAT may be waived for applicants who have an undergraduate degree with a 3.0 or better GPA in their last 60 SCH of coursework.)

Applicants must have a Bachelor’s degree in Accounting or a bachelor’s degree in any area and the following accounting courses:
• ACCT 321 Intermediate Accounting I
• ACCT 322 Intermediate Accounting II
• ACCT 323 Intermediate Accounting III
• ACCT 324 Individual Tax
• ACCT 429 Accounting Systems
• ACCT 427 Auditing
• ACCT 422 Advanced
• ACCT 2301 and ACCT 2302 or ACCT 526
Faculty Contact: Dr. Joan Brumm, (903) 223-3008, joan.brumm@tamut.edu.

Requirements must be submitted to the Graduate Studies Office by the designated deadline of first semester enrollment.

Degree Requirements

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>ACCT 525</td>
<td>Administrative Controls</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 547</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 548</td>
<td>Partnership Taxation</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 557</td>
<td>Advanced Accounting Systems</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 558</td>
<td>Accounting &amp; Audit Research</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 577</td>
<td>Data Analytics</td>
<td>3</td>
</tr>
<tr>
<td>MGT 527</td>
<td>Managerial Policy and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>9sch Graduate level Business Electives</td>
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<td>9</td>
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</tbody>
</table>

Minimum Hours for Degree

Graduate courses in Accounting

ACCT 525. Administrative Controls. 3 Hours.
This course is a study of the role of accounting in internal management of business firms. Essentials of job order, process cost systems, use of standards, and budgeting are covered. Prerequisite: (ACCT 2301 and ACCT 2302) or ACCT 526.

ACCT 526. Accounting for Managers. 3 Hours.
Course covers financial and managerial accounting issues that confront economic entities. It is oriented toward graduate students who will eventually use, rather than prepare, accounting reports. No prerequisite.

ACCT 547. Financial Statement Analysis. 3 Hours.
This course presents a comprehensive and current treatment of the analysis of financial statements as an aid to decision making for investors and creditors. The major focus is on the objectives of users of financial statements and on the analytical tools and techniques applied by them in reaching significant conclusions and decisions. Prerequisite: ACCT 323 with a C or better.

ACCT 548. Partnership Taxation. 3 Hours.
The tax effects on all phases of the life of a partnership (formation, operations, distributions, and liquidation) will be covered. Prerequisite: ACCT 324 with a C or better.

ACCT 557. Advanced Accounting Systems. 3 Hours.
This course is designed to achieve the following objectives: design and use accounting information systems; learn the foundations for building business controls and managing business risk; understand IT governance in an organization and how IT controls and governance relate to the Sarbanes-Oxley Act; understand how IT controls and risks must be integrated into a company's overall risk profile; and design and implement control systems. Prerequisite: ACCT 429.

ACCT 558. Accounting & Audit Research. 3 Hours.
A study of the role of accounting in internal management of business firms. Financial statement analysis, fund flow statements, essentials of job order, process cost systems, use of standards and budgeting are covered primarily from the standpoint of manufacturing operations. Prerequisite: ACCT 427.

ACCT 568. Supply Chain Management Financial Strategy and Profitability. 3 Hours.
This course includes case studies, examples, and in-depth analysis of technical issues involved in supply chain management, network design, and strategic partnering. The course engages students in managing a supply chain and provides a starting point for discussing the value of information in the supply chain, strategic partnering, and centralized decision making. This course is equivalent to both SCM 568 and FIN 568. Prerequisite: ACCT 2301 and ACCT 2302, or ACCT 526.

ACCT 577. Data Analytics. 3 Hours.
This course studies the use of accounting data to identify, analyze, and solve business problems. Examines the processes needed to develop, report, and analyze accounting data and the business risks related to data collection, storage, and use.

ACCT 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

MGT 527. Managerial Policy and Strategy. 3 Hours.
This is a capstone course requiring the application and integration of principles from various business disciplines including accounting, finance, marketing, management, and economics in the solution of managerial problems and the development and implementation of corporate strategies in a changing environment. It must be taken during the last semester of enrollment.
Faculty

Enoch Asare
Assistant Professor
Email:

Dr. Terry W. Bechtel
Professor
Email: terry.bechtel@tamut.edu

Dr. Joan M. Brumm
Professor
Email: joan.brumm@tamut.edu

Selena Jefferies
Instructor
Email: selena.jefferies@tamut.edu

Masters of Business Administration

Business Administration Tracks:

- Energy Leadership Track (p. 355)
- Information Technology Track (p. 360)
- Management Track (p. 364)
- Supply Chain Management (p. 369)

Admission Requirements

- Baccalaureate degree
- Academic preparation including GPA and prior degree(s)
- Minimum 2.50 GPA in last 60 hours of undergraduate degree program
- Three supportive letters from faculty, mentors, and/or employers
- Letter of interest in program
- Resume
- Official scores on the GMAT (GMAT may be waived for applicants who have an undergraduate degree with a 3.0 or better GPA in their last 60 SCH of coursework.)

Faculty Contact: Dr. George Boger, (903) 223-3185, george.boger@tamut.edu

Requirements must be submitted to the Graduate Studies Office by the designated deadline of first semester enrollment.

Graduate courses in Business Administration

ACCT 525. Administrative Controls. 3 Hours.
This course is a study of the role of accounting in internal management of business firms. Essentials of job order, process cost systems, use of standards, and budgeting are covered. Prerequisite: (ACCT 2301 and ACCT 2302) or ACCT 526.

ACCT 526. Accounting for Managers. 3 Hours.
Course covers financial and managerial accounting issues that confront economic entities. It is oriented toward graduate students who will eventually use, rather than prepare, accounting reports. No prerequisite.

ACCT 547. Financial Statement Analysis. 3 Hours.
This course presents a comprehensive and current treatment of the analysis of financial statements as an aid to decision making for investors and creditors. The major focus is on the objectives of users of financial statements and on the analytical tools and techniques applied by them in reaching significant conclusions and decisions. Prerequisite: ACCT 323 with a C or better.

ACCT 548. Partnership Taxation. 3 Hours.
The tax effects on all phases of the life of a partnership (formation, operations, distributions, and liquidation) will be covered. Prerequisite: ACCT 324 with a C or better.

ACCT 557. Advanced Accounting Systems. 3 Hours.
This course is designed to achieve the following objectives: design and use accounting information systems; learn the foundations for building business controls and managing business risk; understand IT governance in an organization and how IT controls and governance relate to the Sarbanes-Oxley Act; understand how IT controls and risks must be integrated into a company’s overall risk profile; and design and implement control systems. Prerequisite: ACCT 429.
Masters of Business Administration

ACCT 558. Accounting & Audit Research. 3 Hours.
A study of the role of accounting in internal management of business firms. Financial statement analysis, fund flow statements, essentials of job order, process cost systems, use of standards and budgeting are covered primarily from the standpoint of manufacturing operations. Prerequisite: ACCT 427.

ACCT 568. Supply Chain Management Financial Strategy and Profitability. 3 Hours.
This course includes case studies, examples, and in-depth analysis of technical issues involved in supply chain management, network design, and strategic partnering. The course engages students in managing a supply chain and provides a starting point for discussing the value of information in the supply chain, strategic partnering, and centralized decision making. This course is equivalent to both SCM 568 and FIN 568. Prerequisite: ACCT 2301 and ACCT 2302, or ACCT 526.

ACCT 577. Data Analytics. 3 Hours.
This course studies the use of accounting data to identify, analyze, and solve business problems. Examines the processes needed to develop, report, and analyze accounting data and the business risks related to data collection, storage, and use.

ACCT 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

ECO 576. Macroeconomic Theory and Policy. 3 Hours.
Analyses the use of various instruments of monetary and fiscal policy and their effects on employment, prices, economic growth, and the balance of payments. Prerequisite: ECON 2301 or ECO 577.

ECO 577. History of Economic Thought. 3 Hours.
Seminar in the development of economic thought. The purpose is to acquaint the student with economists who have played an important role in the evolution of economic philosophy and theory.

ECO 589. Individual Study. 3 Hours.
Individual instruction. May be repeated when topics vary.

FIN 531. Finance for Energy Professionals. 3 Hours.
This course identifies the organization, instruments, and methods of corporate finance with consideration of the effects on the organization and its stakeholders.

FIN 545. Finance for Managers. 3 Hours.
This course covers cash flow estimation, capital budgeting, time value of money, and valuation of stocks and bonds.

FIN 565. Managerial Finance. 3 Hours.
An analysis of how financial markets operate and how security prices are determined in these markets provides a base for explaining how financial management can affect the value of the firm; methods of risk analysis and discounted cash flow techniques are emphasized. Cases are used in this course. Prerequisite: FIN 545 with a grade of C or better.

FIN 566. Managerial Finance for Energy Professionals. 3 Hours.
Analysis of financial markets and operations within the energy industry as a base for explaining how financial management can affect the value of the firm. Oil and gas accounting, financing large energy projects, the world energy market as well as hedging and tax considerations are covered. Energy industry cases are used. Pre-requisites: FIN 545 or FIN 531 or FIN 454.

FIN 568. Supply Chain Management Financial Strategy and Profitability. 3 Hours.
This course includes case studies, examples, and in-depth analysis of technical issues involved in supply chain management, network design, and strategic partnering. The course engages students in managing a supply chain and provides a starting point for discussing the value of information in the supply chain, strategic partnering, and centralized decision making. This course is equivalent to both SCM 568 and ACCT 568. Prerequisite: ACCT 2301 and ACCT 2302, or ACCT 526.

FIN 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

GBUS 530. The Culture of Mexico. 3 Hours.
Via a trip to Mexico City, this course provides an interdisciplinary business background for understanding the growing commercial and economic interdependence among nations and specifically as related to the major trading partner of the United States the country of Mexico. Course content focuses on 1) the impact of culture on the Mexican citizens; 2) differences in U.S. and Mexican cultures; 3) how Mexican culture affects its attitude towards its neighbors; and 4) the structure of the Mexican population by ethnic groups and how this affects the culture. Prerequisite: Course requires travel outside of the United States.

GBUS 535. The Economy of Mexico. 3 Hours.
Via a trip to Mexico City, this course provides an interdisciplinary business background for understanding the growing commercial and economic interdependence among nations and specifically as related to the major trading partner of the United States the country of Mexico. Course content focuses on 1) the economic structure of the Mexican economy; 2) the role of exports; 3) major international trading partners; 4) growth of the economy by sectors; 5) why illegal aliens cross the U.S. borders and the impact on the economy and psyche of the people, including the government. Prerequisite: Course requires travel outside of the United States.
GBUS 570. Internship in Business. 3 Hours.
The internship is a work experience that will allow the student to develop skills, gain hands-on business experience, and test career choices and options. The internship will complement and validate the student's academic training.

GBUS 597. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

MGT 508. Strategic Planning. 3 Hours.
This course provides an overview of strategic planning including its nature, scope and development as a critical area of management education and of the steps in the strategic planning process.

MGT 510. Leadership in Management. 3 Hours.
The course examines models of leadership in organizations and allows the student to explore leadership in personal, group, strategic, and global contexts. The course uses a flexible leadership model to help students and practicing managers understand and apply the principles of leadership.

MGT 515. Production and Operations Management. 3 Hours.
This class is an introduction to the management of production and operations functions in manufacturing and service organizations. This includes the development of problem solving and decision-making skills directed towards structuring complexity and uncertainty. Special emphasis will be given to the strategic impact of production and operations decisions and the interfaces between operations and the other functional areas of a firm.

MGT 527. Managerial Policy and Strategy. 3 Hours.
This is a capstone course requiring the application and integration of principles from various business disciplines including accounting, finance, marketing, management, and economics in the solution of managerial problems and the development and implementation of corporate strategies in a changing environment. It must be taken during the last semester of enrollment.

MGT 531. Management Strategy in the Energy Industry. 3 Hours.
This course identifies current issues and potential problems that can impact growth and sustainability of ventures in the energy industry. To address these issues and minimize the impact of potential problems, the course provides a model and process for strategic planning including its nature, scope, elements and development as a critical area of management in the industry.

MGT 532. Risk Management in the Energy Industry. 3 Hours.
This course is designed to reflect the dynamic nature of the field of risk management, present the timely issues of risk, and prepare students for long-term and effective management of risk in energy industry business undertakings.

MGT 540. International Business. 3 Hours.
This is an examination of the opportunities and challenges associated with doing business in the international arena. Special emphasis will be paid to strategies and structures of international business, the implications of international business for the functional areas of the firm, the complexity of managing and marketing in the international context due to environmental diversity, the management of financial and political risk, the international allocation of financial and productive resources, and the multinational firm.

MGT 575. Management Science. 3 Hours.
This course will introduce a variety of quantitative techniques for management decision-making problems. The emphasis will be placed on how to formulate a real world problem into an appropriate mathematical model, and how to derive a solution to the established model. The course focuses on linear deterministic models and requires hands-on use of some computer software packages.

MGT 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

MGT 592. Human Resource Methods. 3 Hours.
This is a graduate seminar for the study of selected procedures in human resource management such as job analysis, wage and salary surveys, fringe benefit administration, selection techniques, and performance appraisal systems.

MGT 594. Organizational Behavior. 3 Hours.
This course is a study of significant behavioral science research and the practical applications of this research in managing individuals and organizations. Primary topics include group dynamics, organizational development, motivation, decision-making, leadership and personal growth and development.

MGT 597. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

MIS 512. Supply Chain Management Systems. 3 Hours.
The supply chain professional learns the basic techniques and concepts which includes building sales and operations plans. From this, the master schedule, material requirements planning, and distribution requirements planning records are tied to the manufacturing function from both the supplier, or the inbound side, and the customer, or the outbound side. Prerequisite: Admission into the MBA program.

MIS 514. Cyber Security. 3 Hours.
Study of the approach to Cyber Security management within an enterprise. Focus on the creation of a Cyber Security Management Program. Processes covered include, but are not limited to; Cyber Security Program requirements, Governance, Cyber Defenses, Security Program Development, Risk Management, and Incident Response. Pre-requisite: Admission to the MBA program.
MIS 515. Technology Project Management. 3 Hours.
This course examines techniques for managing technology-related projects with emphasis on Agile project management practices, teams, functions, planning, scheduling, pricing and estimating, cost controls, trade-offs, risk management, contracts, procurement, and quality. Prerequisite: Admission to Graduate program.

MIS 516. Information Resource Management. 3 Hours.
This course aims to provide a broad managerial overview of the issues, challenges, and opportunities related to the management and deployment of Information Systems (IS). Information is a critical resource that plays a major role in managerial decision-making and thereby it influences business policy and strategic planning. This course will examine the internal and external issues involved in Information Resource Management. Internal IS issues include the management of IS professionals, project teams, and the acquisition of hardware and software. External IS issues would include areas such as organizational structure, planning processes, and management control of IS resources. While students will learn about the emerging trends in the IS field such as, but not limited to, Project Management, Cloud computing, Enterprise Resource Planning, IT security, or business intelligence, the course will focus on two or three major contemporary areas relevant at the time of delivery of this course. Prerequisite: Admission into the MBA program.

MIS 528. Emerging Technologies in MIS. 3 Hours.
Students will examine technologies that have been identified as emerging and addresses their impact on business organizations and individuals in global environment through a study of contemporary literature. This is a Web-based course which requires PC skills. Prerequisite: MIS 360.

MIS 552. Information Systems Management. 3 Hours.
This course examines the information systems and technology topics that enable managers to make informed decisions regarding the application and implementation of technology in an organization.

MIS 577. Data Analytics. 3 Hours.
This course studies the use of accounting data to identify, analyze, and solve business problems. Examines the processes needed to develop, report, and analyze accounting data and the business risks related to data collection, storage, and use. Prerequisite: Admission into the MBA program.

MIS 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

MKT 505. Services Marketing. 3 Hours.
This course focuses on problems and strategies specific to service businesses. Problems such as inability to inventory, difficulty in synchronizing demand and supply, difficulty in controlling quality will be addressed. Strategies used by successful services marketers to overcome these difficulties will be discussed.

MKT 521. Marketing Management. 3 Hours.
This is an advanced marketing course utilizing an analytical approach to solving marketing problems involved in goal setting, planning, and strategies as they apply to product policy, pricing objectives, promotional objections, distribution policy and marketing research.

MKT 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

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Dr. Richard Parsons
Assistant Professor
Email: richard.parsons@tamut.edu

Dr. David Reavis
Associate Professor
Email: david.reavis@tamut.edu

Master of Business Administration in Business Administration-Energy Leadership

Requirements for University and Degree Program Admission

- Academic preparation including a baccalaureate degree
- Minimum 2.50 GPA on last 60 hours of undergraduate degree
- Three supportive letters from faculty, mentors, and/or employers
- A letter of interest in admission to the program
- Resume
- Official score on the General Management Admissions Test (GMAT) (The GMAT may be waived for applicants who have an undergraduate degree with a 3.0 or better GPA in their last 60 semester hours of work) or a four page essay to demonstrate thinking, writing, and grammatical skills.

Requirement must be submitted to the Graduate Studies Office by designated deadline in first semester of enrollment.

Degree Requirements
Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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<td>Management Strategy in the Energy Industry</td>
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<td>MGT 532</td>
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<td>MGT 540</td>
<td>International Business</td>
<td>3</td>
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</table>
MGT 594  Organizational Behavior  3
MGT 527  Managerial Policy and Strategy (Capstone course - should be taken during the final semester)  3
MKT 521  Marketing Management  3
Graduate Business Course Elective 1,2  

Minimum Hours for Degree  30

1  If an applicant does not have credit for 6 sch Principles of Acct. I & II, then ACCT 526 Accounting for Managers is required as a prerequisite for ACCT 525.
2  If an applicant does not have credit for 6 sch Principles or Elements of Economics I & II, then ECO 577 History of Economic Thought is required as a prerequisite for ECO 576 Macroeconomic Theory and Policy.
3  If an applicant does not have credit for 3 sch FIN 354 Financial Management, then FIN 545 is required as a prerequisite for FIN 566 and can be used as a Graduate Business Elective.

Graduate courses in Business

ACCT 525. Administrative Controls. 3 Hours.
This course is a study of the role of accounting in internal management of business firms. Essentials of job order, process cost systems, use of standards, and budgeting are covered. Prerequisite: (ACCT 2301 and ACCT 2302) or ACCT 526.

ACCT 526. Accounting for Managers. 3 Hours.
Course covers financial and managerial accounting issues that confront economic entities. It is oriented toward graduate students who will eventually use, rather than prepare, accounting reports. No pre-requisite.

ACCT 547. Financial Statement Analysis. 3 Hours.
This course presents a comprehensive and current treatment of the analysis of financial statements as an aid to decision making for investors and creditors. The major focus is on the objectives of users of financial statements and on the analytical tools and techniques applied by them in reaching significant conclusions and decisions. Prerequisite: ACCT 323 with a C or better.

ACCT 548. Partnership Taxation. 3 Hours.
The tax effects on all phases of the life of a partnership (formation, operations, distributions, and liquidation) will be covered. Prerequisite: ACCT 324 with a C or better.

ACCT 557. Advanced Accounting Systems. 3 Hours.
This course is designed to achieve the following objectives: design and use accounting information systems; learn the foundations for building business controls and managing business risk; understand IT governance in an organization and how IT controls and governance relate to the Sarbanes-Oxley Act; understand how IT controls and risks must be integrated into a company's overall risk profile; and design and implement control systems. Prerequisite: ACCT 429.

ACCT 558. Accounting & Audit Research. 3 Hours.
A study of the role of accounting in internal management of business firms. Financial statement analysis, fund flow statements, essentials of job order, process cost systems, use of standards and budgeting are covered primarily from the standpoint of manufacturing operations. Prerequisite: ACCT 427.

ACCT 568. Supply Chain Management Financial Strategy and Profitability. 3 Hours.
This course includes case studies, examples, and in-depth analysis of technical issues involved in supply chain management, network design, and strategic partnering. The course engages students in managing a supply chain and provides a starting point for discussing the value of information in the supply chain, strategic partnering, and centralized decision making. This course is equivalent to both SCM 568 and FIN 568. Prerequisite: ACCT 2301 and ACCT 2302, or ACCT 526.

ACCT 577. Data Analytics. 3 Hours.
This course studies the use of accounting data to identify, analyze, and solve business problems. Examines the processes needed to develop, report, and analyze accounting data and the business risks related to data collection, storage, and use.

ACCT 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

ECO 576. Macroeconomic Theory and Policy. 3 Hours.
Analyzes the use of various instruments of monetary and fiscal policy and their effects on employment, prices, economic growth, and the balance of payments. Prerequisite: ECON 2301 or ECO 577.

ECO 577. History of Economic Thought. 3 Hours.
Seminar in the development of economic thought. The purpose is to acquaint the student with economists who have played an important role in the evolution of economic philosophy and theory.

ECO 589. Individual Study. 3 Hours.
Individual instruction. May be repeated when topics vary.
FIN 531. Finance for Energy Professionals. 3 Hours.
This course identifies the organization, instruments, and methods of corporate finance with consideration of the effects on the organization and its stakeholders.

FIN 545. Finance for Managers. 3 Hours.
This course covers cash flow estimation, capital budgeting, time value of money, and valuation of stocks and bonds.

FIN 565. Managerial Finance. 3 Hours.
An analysis of how financial markets operate and how security prices are determined in these markets provides a base for explaining how financial management can affect the value of the firm; methods of risk analysis and discounted cash flow techniques are emphasized. Cases are used in this course. Prerequisite: FIN 545 with a grade of C or better.

FIN 566. Managerial Finance for Energy Professionals. 3 Hours.
Analysis of financial markets and operations within the energy industry as a base for explaining how financial management can affect the value of the firm. Oil and gas accounting, financing large energy projects, the world energy market as well as hedging and tax considerations are covered. Energy industry cases are used. Pre-requisites: FIN 545 or FIN 531 or FIN 454.

FIN 568. Supply Chain Management Financial Strategy and Profitability. 3 Hours.
This course includes case studies, examples, and in-depth analysis of technical issues involved in supply chain management, network design, and strategic partnering. The course engages students in managing a supply chain and provides a starting point for discussing the value of information in the supply chain, strategic partnering, and centralized decision making. This course is equivalent to both SCM 568 and ACCT 568. Prerequisite: ACCT 2301 and ACCT 2302, or ACCT 526.

FIN 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

GBUS 530. The Culture of Mexico. 3 Hours.
Via a trip to Mexico City, this course provides an interdisciplinary business background for understanding the growing commercial and economic interdependence among nations and specifically as related to the major trading partner of the United States the country of Mexico. Course content focuses on 1) the impact of culture on the Mexican citizens; 2) differences in U.S. and Mexican cultures; 3) how Mexican culture affects its attitude towards its neighbors; and 4) the structure of the Mexican population by ethnic groups and how this affects the culture. Prerequisite: Course requires travel outside of the United States.

GBUS 535. The Economy of Mexico. 3 Hours.
Via a trip to Mexico City, this course provides an interdisciplinary business background for understanding the growing commercial and economic interdependence among nations and specifically as related to the major trading partner of the United States the country of Mexico. Course content focuses on 1) the economic structure of the Mexican economy; 2) the role of exports; 3) major international trading partners; 4) growth of the economy by sectors; 5) why illegal aliens cross the U.S. borders and the impact on the economy and psyche of the people, including the government. Prerequisite: Course requires travel outside of the United States.

GBUS 570. Internship in Business. 3 Hours.
The internship is a work experience that will allow the student to develop skills, gain hands-on business experience, and test career choices and options. The internship will complement and validate the student's academic training.

GBUS 597. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

MGT 508. Strategic Planning. 3 Hours.
This course provides an overview of strategic planning including its nature, scope and development as a critical area of management education and of the steps in the strategic planning process.

MGT 510. Leadership in Management. 3 Hours.
The course examines models of leadership in organizations and allows the student to explore leadership in personal, group, strategic, and global contexts. The course uses a flexible leadership model to help students and practicing managers understand and apply the principles of leadership.

MGT 515. Production and Operations Management. 3 Hours.
This class is an introduction to the management of production and operations functions in manufacturing and service organizations. This includes the development of problem solving and decision-making skills directed towards structuring complexity and uncertainty. Special emphasis will be given to the strategic impact of production and operations decisions and the interfaces between operations and the other functional areas of a firm.

MGT 527. Managerial Policy and Strategy. 3 Hours.
This is a capstone course requiring the application and integration of principles from various business disciplines including accounting, finance, marketing, management and economics in the solution of managerial problems and the development and implementation of corporate strategies in a changing environment. It must be taken during the last semester of enrollment.

MGT 531. Management Strategy in the Energy Industry. 3 Hours.
This course identifies current issues and potential problems that can impact growth and sustainability of ventures in the energy industry. To address these issues and minimize the impact of potential problems, the course provides a model and process for strategic planning including its nature, scope, elements and development as a critical area of management in the industry.
MGT 532. Risk Management in the Energy Industry. 3 Hours.
This course is designed to reflect the dynamic nature of the field of risk management, present the timely issues of risk, and prepare students for long-term and effective management of risk in energy industry business undertakings.

MGT 540. International Business. 3 Hours.
This is an examination of the opportunities and challenges associated with doing business in the international arena. Special emphasis will be paid to strategies and structures of international business, the implications of international business for the functional areas of the firm, the complexity of managing and marketing in the international context due to environmental diversity, the management of financial and political risk, the international allocation of financial and productive resources, and the multinational firm.

MGT 575. Management Science. 3 Hours.
This course will introduce a variety of quantitative techniques for management decision-making problems. The emphasis will be placed on how to formulate a real world problem into an appropriate mathematical model, and how to derive a solution to the established model. The course focuses on linear deterministic models and requires hands-on use of some computer software packages.

MGT 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

MGT 592. Human Resource Methods. 3 Hours.
This is a graduate seminar for the study of selected procedures in human resource management such as job analysis, wage and salary surveys, fringe benefit administration, selection techniques, and performance appraisal systems.

MGT 594. Organizational Behavior. 3 Hours.
This course is a study of significant behavioral science research and the practical applications of this research in managing individuals and organizations. Primary topics include group dynamics, organizational development, motivation, decision-making, leadership and personal growth and development.

MGT 597. Special Topics. 3 Hours.
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MIS 512. Supply Chain Management Systems. 3 Hours.
The supply chain professional learns the basic techniques and concepts which includes building sales and operations plans. From this, the master schedule, material requirements planning, and distribution requirements planning records are tied to the manufacturing function from both the supplier, or the inbound side, and the customer, or the outbound side. Prerequisite: Admission into the MBA program.

MIS 514. Cyber Security. 3 Hours.
Study of the approach to Cyber Security management within an enterprise. Focus on the creation of a Cyber Security Management Program. Processes covered include, but are not limited to; Cyber Security Program requirements, Governance, Cyber Defenses, Security Program Development, Risk Management, and Incident Response. Prerequisite: Admission to the MBA program.

MIS 515. Technology Project Management. 3 Hours.
This course examines techniques for managing technology-related projects with emphasis on Agile project management practices, teams, functions, planning, scheduling, pricing and estimating, cost controls, trade-offs, risk management, contracts, procurement, and quality. Prerequisite: Admission to Graduate program.

MIS 516. Information Resource Management. 3 Hours.
This course aims to provide a broad managerial overview of the issues, challenges, and opportunities related to the management and deployment of Information Systems (IS). Information is a critical resource that plays a major role in managerial decision-making and thereby influences business policy and strategic planning. This course will examine the internal and external issues involved in Information Resource Management. Internal IS issues include the management of IS professionals, project teams, and the acquisition of hardware and software. External IS issues would include areas such as organizational structure, planning processes, and management control of IS resources. While students will learn about the emerging trends in the IS field such as, but not limited to, Project Management, Cloud computing, Enterprise Resource Planning, IT security, or business intelligence, the course will focus on two or three major contemporary areas relevant at the time of delivery of this course. Prerequisite: Admission into the MBA program.

MIS 528. Emerging Technologies in MIS. 3 Hours.
Students will examine technologies that have been identified as emerging and addresses their impact on business organizations and individuals in global environment through a study of contemporary literature. This is a Web-based course which requires PC skills. Prerequisite: MIS 360.

MIS 552. Information Systems Management. 3 Hours.
This course examines the information systems and technology topics that enable managers to make informed decisions regarding the application and implementation of technology in an organization.

MIS 577. Data Analytics. 3 Hours.
This course studies the use of accounting data to identify, analyze, and solve business problems. Examines the processes needed to develop, report, and analyze accounting data and the business risks related to data collection, storage, and use. Prerequisite: Admission into the MBA program.

MIS 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.
MKT 505. Services Marketing. 3 Hours.
This course focuses on problems and strategies specific to service businesses. Problems such as inability to inventory, difficulty in synchronizing demand and supply, difficulty in controlling quality will be addressed. Strategies used by successful services marketers to overcome these difficulties will be discussed.

MKT 521. Marketing Management. 3 Hours.
This is an advanced marketing course utilizing an analytical approach to solving marketing problems involved in goal setting, planning, and strategies as they apply to product policy, pricing objectives, promotional objections, distribution policy and marketing research.

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This course provides individual instruction. Students may repeat the course when topics vary.

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Dr. Richard Parsons
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Dr. David Reavis
Associate Professor
Email: david.reavis@tamut.edu

Master of Business Administration in Business Administration-Information Technology

Admission Requirements

- Baccalaureate degree
- Academic preparation including GPA and prior degree(s)
- Minimum 2.50 GPA in last 60 hours of undergraduate degree program
- Three supportive letters from faculty, mentors, and/or employers
- Letter of interest in program
- Resume
- Official scores on the GMAT (GMAT may be waived for applicants who have an undergraduate degree with a 3.0 or better GPA in their last 60 SCH of coursework.)

Faculty Contact: Dr. David Reavis, (903) 334-6650, david.reavis@tamut.edu

Requirements must be submitted to the Graduate Studies Office by the designated deadline of first semester enrollment.

Information Technology track Degree Requirements

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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¹ If an applicant does not have credit for 6 SCH Principles of Acct. I & II, then ACCT 526 Accounting for Managers is required as a prerequisite for ACCT 525 Administrative Controls.
² If an applicant does not have credit for 6 SCH Principles or Elements of Economics I & II, then ECO 577 History of Economic Thought is required as a prerequisite for ECO 576 Macroeconomic Theory and Policy.
³ If an applicant does not have credit for 3 SCH Financial Management, then FIN 545 Finance for Managers is required as a prerequisite for FIN 565 Managerial Finance.

ACCT 525. Administrative Controls. 3 Hours.
This course is a study of the role of accounting in internal management of business firms. Essentials of job order, process cost systems, use of standards, and budgeting are covered. Prerequisite: (ACCT 2301 and ACCT 2302) or ACCT 526.

ACCT 526. Accounting for Managers. 3 Hours.
Course covers financial and managerial accounting issues that confront economic entities. It is oriented toward graduate students who will eventually use, rather than prepare, accounting reports. No prerequisite.

ACCT 547. Financial Statement Analysis. 3 Hours.
This course presents a comprehensive and current treatment of the analysis of financial statements as an aid to decision making for investors and creditors. The major focus is on the objectives of users of financial statements and on the analytical tools and techniques applied by them in reaching significant conclusions and decisions. Prerequisite: ACCT 323 with a C or better.

ACCT 548. Partnership Taxation. 3 Hours.
The tax effects on all phases of the life of a partnership (formation, operations, distributions, and liquidation) will be covered. Prerequisite: ACCT 324 with a C or better.
ACCT 557. Advanced Accounting Systems. 3 Hours.
This course is designed to achieve the following objectives: design and use accounting information systems; learn the foundations for building business controls and managing business risk; understand IT governance in an organization and how IT controls and governance relate to the Sarbanes-Oxley Act; understand how IT controls and risks must be integrated into a company’s overall risk profile; and design and implement control systems. Prerequisite: ACCT 429.

ACCT 558. Accounting & Audit Research. 3 Hours.
A study of the role of accounting in internal management of business firms. Financial statement analysis, fund flow statements, essentials of job order, process cost systems, use of standards and budgeting are covered primarily from the standpoint of manufacturing operations. Prerequisite: ACCT 427.

ACCT 568. Supply Chain Management Financial Strategy and Profitability. 3 Hours.
This course includes case studies, examples, and in-depth analysis of technical issues involved in supply chain management, network design, and strategic partnering. The course engages students in managing a supply chain and provides a starting point for discussing the value of information in the supply chain, strategic partnering, and centralized decision making. This course is equivalent to both SCM 568 and FIN 568. Prerequisite: ACCT 2301 and ACCT 2302, or ACCT 526.

ACCT 577. Data Analytics. 3 Hours.
This course studies the use of accounting data to identify, analyze, and solve business problems. Examines the processes needed to develop, report, and analyze accounting data and the business risks related to data collection, storage, and use.

ACCT 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

ECO 576. Macroeconomic Theory and Policy. 3 Hours.
Analyzes the use of various instruments of monetary and fiscal policy and their effects on employment, prices, economic growth, and the balance of payments. Prerequisite: ECON 2301 or ECO 577.

ECO 577. History of Economic Thought. 3 Hours.
Seminar in the development of economic thought. The purpose is to acquaint the student with economists who have played an important role in the evolution of economic philosophy and theory.

ECO 589. Individual Study. 3 Hours.
Individual instruction. May be repeated when topics vary.

FIN 531. Finance for Energy Professionals. 3 Hours.
This course identifies the organization, instruments, and methods of corporate finance with consideration of the effects on the organization and its stakeholders.

FIN 545. Finance for Managers. 3 Hours.
This course covers cash flow estimation, capital budgeting, time value of money, and valuation of stocks and bonds.

FIN 565. Managerial Finance. 3 Hours.
An analysis of how financial markets operate and how security prices are determined in these markets provides a base for explaining how financial management can affect the value of the firm; methods of risk analysis and discounted cash flow techniques are emphasized. Cases are used in this course. Prerequisite: FIN 545 with a grade of C or better.

FIN 566. Managerial Finance for Energy Professionals. 3 Hours.
Analysis of financial markets and operations within the energy industry as a base for explaining how financial management can affect the value of the firm. Oil and gas accounting, financing large energy projects, the world energy market as well as hedging and tax considerations are covered. Energy industry cases are used. Pre-requisites: FIN 545 or FIN 531 or FIN 454.

FIN 568. Supply Chain Management Financial Strategy and Profitability. 3 Hours.
This course includes case studies, examples, and in-depth analysis of technical issues involved in supply chain management, network design, and strategic partnering. The course engages students in managing a supply chain and provides a starting point for discussing the value of information in the supply chain, strategic partnering, and centralized decision making. This course is equivalent to both SCM 568 and ACCT 568. Prerequisite: ACCT 2301 and ACCT 2302, or ACCT 526.

FIN 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

MGT 508. Strategic Planning. 3 Hours.
This course provides an overview of strategic planning including its nature, scope and development as a critical area of management education and of the steps in the strategic planning process.

MGT 510. Leadership in Management. 3 Hours.
The course examines models of leadership in organizations and allows the student to explore leadership in personal, group, strategic, and global contexts. The course uses a flexible leadership model to help students and practicing managers understand and apply the principles of leadership.
MGT 515. Production and Operations Management. 3 Hours.
This class is an introduction to the management of production and operations functions in manufacturing and service organizations. This includes the development of problem solving and decision-making skills directed towards structuring complexity and uncertainty. Special emphasis will be given to the strategic impact of production and operations decisions and the interfaces between operations and the other functional areas of a firm.

MGT 527. Managerial Policy and Strategy. 3 Hours.
This is a capstone course requiring the application and integration of principles from various business disciplines including accounting, finance, marketing, management and economics in the solution of managerial problems and the development and implementation of corporate strategies in a changing environment. It must be taken during the last semester of enrollment.

MGT 531. Management Strategy in the Energy Industry. 3 Hours.
This course identifies current issues and potential problems that can impact growth and sustainability of ventures in the energy industry. To address these issues and minimize the impact of potential problems, the course provides a model and process for strategic planning including its nature, scope, elements and development as a critical area of management in the industry.

MGT 532. Risk Management in the Energy Industry. 3 Hours.
This course is designed to reflect the dynamic nature of the field of risk management, present the timely issues of risk, and prepare students for long-term and effective management of risk in energy industry business undertakings.

MGT 540. International Business. 3 Hours.
This is an examination of the opportunities and challenges associated with doing business in the international arena. Special emphasis will be paid to strategies and structures of international business, the implications of international business for the functional areas of the firm, the complexity of managing and marketing in the international context due to environmental diversity, the management of financial and political risk, the international allocation of financial and productive resources, and the multinational firm.

MGT 575. Management Science. 3 Hours.
This course will introduce a variety of quantitative techniques for management decision-making problems. The emphasis will be placed on how to formulate a real world problem into an appropriate mathematical model, and how to derive a solution to the established model. The course focuses on linear deterministic models and requires hands-on use of some computer software packages.

MGT 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

MGT 592. Human Resource Methods. 3 Hours.
This is a graduate seminar for the study of selected procedures in human resource management such as job analysis, wage and salary surveys, fringe benefit administration, selection techniques, and performance appraisal systems.

MGT 594. Organizational Behavior. 3 Hours.
This course is a study of significant behavioral science research and the practical applications of this research in managing individuals and organizations. Primary topics include group dynamics, organizational development, motivation, decision-making, leadership and personal growth and development.

MGT 597. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

MIS 512. Supply Chain Management Systems. 3 Hours.
The supply chain professional learns the basic techniques and concepts which includes building sales and operations plans. From this, the master schedule, material requirements planning, and distribution requirements planning records are tied to the manufacturing function from both the supplier, or the inbound side, and the customer, or the outbound side. Prerequisite: Admission into the MBA program.

MIS 514. Cyber Security. 3 Hours.
Study of the approach to Cyber Security management within an enterprise. Focus on the creation of a Cyber Security Management Program. Processes covered include, but are not limited to; Cyber Security Program requirements, Governance, Cyber Defenses, Security Program Development, Risk Management, and Incident Response. Pre-requisite: Admission to the MBA program.

MIS 515. Technology Project Management. 3 Hours.
This course examines techniques for managing technology-related projects with emphasis on Agile project management practices, teams, functions, planning, scheduling, pricing and estimating, cost controls, trade-offs, risk management, contracts, procurement, and quality. Prerequisite: Admission to Graduate program.

MIS 516. Information Resource Management. 3 Hours.
This course aims to provide a broad managerial overview of the issues, challenges, and opportunities related to the management and deployment of Information Systems (IS). Information is a critical resource that plays a major role in managerial decision-making and thereby it influences business policy and strategic planning. This course will examine the internal and external issues involved in Information Resource Management. Internal IS issues include the management of IS professionals, project teams, and the acquisition of hardware and software. External IS issues would include areas such as organizational structure, planning processes, and management control of IS resources. While students will learn about the emerging trends in the IS field such as, but not limited to, Project Management, Cloud computing, Enterprise Resource Planning, IT security, or business intelligence, the course will focus on two or three major contemporary areas relevant at the time of delivery of this course. Prerequisite: Admission into the MBA program.
MIS 528. Emerging Technologies in MIS. 3 Hours.
Students will examine technologies that have been identified as emerging and addresses their impact on business organizations and individuals in global environment through a study of contemporary literature. This is a Web-based course which requires PC skills. Prerequisite: MIS 360.

MIS 552. Information Systems Management. 3 Hours.
This course examines the information systems and technology topics that enable managers to make informed decisions regarding the application and implementation of technology in an organization.

MIS 577. Data Analytics. 3 Hours.
This course studies the use of accounting data to identify, analyze, and solve business problems. Examines the processes needed to develop, report, and analyze accounting data and the business risks related to data collection, storage, and use. Prerequisite: Admission into the MBA program.

MIS 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

MKT 505. Services Marketing. 3 Hours.
This course focuses on problems and strategies specific to service businesses. Problems such as inability to inventory, difficulty in synchronizing demand and supply, difficulty in controlling quality will be addressed. Strategies used by successful services marketers to overcome these difficulties will be discussed.

MKT 521. Marketing Management. 3 Hours.
This is an advanced marketing course utilizing an analytical approach to solving marketing problems involved in goal setting, planning, and strategies as they apply to product policy, pricing objectives, promotional objections, distribution policy and marketing research.

MKT 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

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Master of Business Administration in Business Administration-Management

Admission Requirements

• Baccalaureate degree
• Academic preparation including GPA and prior degree(s)
• Minimum 2.50 GPA in last 60 hours of undergraduate degree program
• Three supportive letters from faculty, mentors, and/or employers
• Letter of interest in program
• Resume
• Official scores on the GMAT (GMAT may be waived for applicants who have an undergraduate degree with a 3.0 or better GPA in their last 60 SCH of coursework.)

Faculty Contact: Dr. George Boger, (903) 223-3185, george.boger@tamut.edu

Requirements must be submitted to the Graduate Studies Office by the designated deadline of first semester enrollment.

Management track Degree Requirements

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

<table>
<thead>
<tr>
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<tr>
<td>ECO 576</td>
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<td>FIN 565</td>
<td>Managerial Finance ³</td>
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<td>MGT 508</td>
<td>Strategic Planning</td>
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<td>MGT 510</td>
<td>Leadership in Management</td>
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<tr>
<td>MGT 527</td>
<td>Managerial Policy and Strategy (Capstone course - should be taken during the last semester)</td>
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</tr>
<tr>
<td>MGT 540</td>
<td>International Business</td>
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<td>Organizational Behavior</td>
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<td>MKT 521</td>
<td>Marketing Management</td>
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<tr>
<td></td>
<td>Graduate Business Course Elective ¹,²,³</td>
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</tbody>
</table>

Minimum Hours for Degree 30

¹ If an applicant does not have credit for 6 SCH Principles of Acct. I & II, then ACCT 526 Accounting for Managers is required as a prerequisite for ACCT 525 Administrative Controls and can be used as 3 SCH elective.
If an applicant does not have credit for 6 SCH Principles or Elements of Economics I & II, then ECO 577 History of Economic Thought is required as a prerequisite for ECO 576 Macroeconomic Theory and Policy and can be used as 3 SCH elective.

If an applicant does not have credit for 3 SCH Financial Management, then FIN 545 Finance for Managers is required as a prerequisite for FIN 565 Managerial Finance and can be used as 3 SCH elective.

**Graduate courses in Business Administration**

**ACCT 525. Administrative Controls. 3 Hours.**
This course is a study of the role of accounting in internal management of business firms. Essentials of job order, process cost systems, use of standards, and budgeting are covered. Prerequisite: (ACCT 2301 and ACCT 2302) or ACCT 526.

**ACCT 526. Accounting for Managers. 3 Hours.**
Course covers financial and managerial accounting issues that confront economic entities. It is oriented toward graduate students who will eventually use, rather than prepare, accounting reports. No pre-requisite.

**ACCT 547. Financial Statement Analysis. 3 Hours.**
This course presents a comprehensive and current treatment of the analysis of financial statements as an aid to decision making for investors and creditors. The major focus is on the objectives of users of financial statements and on the analytical tools and techniques applied by them in reaching significant conclusions and decisions. Prerequisite: ACCT 323 with a C or better.

**ACCT 548. Partnership Taxation. 3 Hours.**
The tax effects on all phases of the life of a partnership (formation, operations, distributions, and liquidation) will be covered. Prerequisite: ACCT 324 with a C or better.

**ACCT 557. Advanced Accounting Systems. 3 Hours.**
This course is designed to achieve the following objectives: design and use accounting information systems; learn the foundations for building business controls and managing business risk; understand IT governance in an organization and how IT controls and governance relate to the Sarbanes-Oxley Act; understand how IT controls and risks must be integrated into a company’s overall risk profile; and design and implement control systems. Prerequisite: ACCT 429.

**ACCT 558. Accounting & Audit Research. 3 Hours.**
A study of the role of accounting in internal management of business firms. Financial statement analysis, fund flow statements, essentials of job order, process cost systems, use of standards and budgeting are covered primarily from the standpoint of manufacturing operations. Prerequisite: ACCT 427.

**ACCT 568. Supply Chain Management Financial Strategy and Profitability. 3 Hours.**
This course includes case studies, examples, and in-depth analysis of technical issues involved in supply chain management, network design, and strategic partnering. The course engages students in managing a supply chain and provides a starting point for discussing the value of information in the supply chain, strategic partnering, and centralized decision making. This course is equivalent to both SCM 568 and FIN 568. Prerequisite: ACCT 2301 and ACCT 2302, or ACCT 526.

**ACCT 577. Data Analytics. 3 Hours.**
This course studies the use of accounting data to identify, analyze, and solve business problems. Examines the processes needed to develop, report, and analyze accounting data and the business risks related to data collection, storage, and use.

**ACCT 589. Individual Study. 3 Hours.**
This course provides individual instruction. Students may repeat the course when topics vary.

**ECO 576. Macroeconomic Theory and Policy. 3 Hours.**
Analyzes the use of various instruments of monetary and fiscal policy and their effects on employment, prices, economic growth, and the balance of payments. Prerequisite: ECON 2301 or ECO 577.

**ECO 577. History of Economic Thought. 3 Hours.**
Seminar in the development of economic thought. The purpose is to acquaint the student with economists who have played an important role in the evolution of economic philosophy and theory.

**ECO 589. Individual Study. 3 Hours.**
Individual instruction. May be repeated when topics vary.

**FIN 531. Finance for Energy Professionals. 3 Hours.**
This course identifies the organization, instruments, and methods of corporate finance with consideration of the effects on the organization and its stakeholders.

**FIN 545. Finance for Managers. 3 Hours.**
This course covers cash flow estimation, capital budgeting, time value of money, and valuation of stocks and bonds.

**FIN 565. Managerial Finance. 3 Hours.**
An analysis of how financial markets operate and how security prices are determined in these markets provides a base for explaining how financial management can affect the value of the firm; methods of risk analysis and discounted cash flow techniques are emphasized. Cases are used in this course. Prerequisite: FIN 545 with a grade of C or better.
FIN 566. Managerial Finance for Energy Professionals. 3 Hours.
Analysis of financial markets and operations within the energy industry as a base for explaining how financial management can affect the value of the firm. Oil and gas accounting, financing large energy projects, the world energy market as well as hedging and tax considerations are covered. Energy industry cases are used. Prerequisite: FIN 545 or FIN 531 or FIN 454.

FIN 568. Supply Chain Management Financial Strategy and Profitability. 3 Hours.
This course includes case studies, examples, and in-depth analysis of technical issues involved in supply chain management, network design, and strategic partnering. The course engages students in managing a supply chain and provides a starting point for discussing the value of information in the supply chain, strategic partnering, and centralized decision making. This course is equivalent to both SCM 568 and ACCT 568. Prerequisite: ACCT 2301 and ACCT 2302, or ACCT 526.

FIN 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

GBUS 530. The Culture of Mexico. 3 Hours.
Via a trip to Mexico City, this course provides an interdisciplinary business background for understanding the growing commercial and economic interdependence among nations and specifically as related to the major trading partner of the United States the country of Mexico. Course content focuses on 1) the impact of culture on the Mexican citizens; 2) differences in U.S. and Mexican cultures; 3) how Mexican culture affects its attitude towards its neighbors; and 4) the structure of the Mexican population by ethnic groups and how this affects the culture. Prerequisite: Course requires travel outside of the United States.

GBUS 535. The Economy of Mexico. 3 Hours.
Via a trip to Mexico City, this course provides an interdisciplinary business background for understanding the growing commercial and economic interdependence among nations and specifically as related to the major trading partner of the United States the country of Mexico. Course content focuses on 1) the economic structure of the Mexican economy; 2) the role of exports; 3) major international trading partners; 4) growth of the economy by sectors; 5) why illegal aliens cross the U.S. borders and the impact on the economy and psyche of the people, including the government. Prerequisite: Course requires travel outside of the United States.

GBUS 570. Internship in Business. 3 Hours.
The internship is a work experience that will allow the student to develop skills, gain hands-on business experience, and test career choices and options. The internship will complement and validate the student’s academic training.

GBUS 597. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

MGT 508. Strategic Planning. 3 Hours.
This course provides an overview of strategic planning including its nature, scope and development as a critical area of management education and of the steps in the strategic planning process.

MGT 510. Leadership in Management. 3 Hours.
The course examines models of leadership in organizations and allows the student to explore leadership in personal, group, strategic, and global contexts. The course uses a flexible leadership model to help students and practicing managers understand and apply the principles of leadership.

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MGT 527. Managerial Policy and Strategy. 3 Hours.
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This course is designed to reflect the dynamic nature of the field of risk management, present the timely issues of risk, and prepare students for long-term and effective management of risk in energy industry business undertakings.

MGT 540. International Business. 3 Hours.
This is an examination of the opportunities and challenges associated with doing business in the international arena. Special emphasis will be paid to strategies and structures of international business, the implications of international business for the functional areas of the firm, the complexity of managing and marketing in the international context due to environmental diversity, the management of financial and political risk, the international allocation of financial and productive resources, and the multinational firm.
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This is a graduate seminar for the study of selected procedures in human resource management such as job analysis, wage and salary surveys, fringe benefit administration, selection techniques, and performance appraisal systems.

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MIS 514. Cyber Security. 3 Hours.
Study of the approach to Cyber Security management within an enterprise. Focus on the creation of a Cyber Security Management Program. Processes covered include, but are not limited to; Cyber Security Program requirements, Governance, Cyber Defenses, Security Program Development, Risk Management, and Incident Response. Pre-requisite: Admission to the MBA program.

MIS 515. Technology Project Management. 3 Hours.
This course examines techniques for managing technology-related projects with emphasis on Agile project management practices, teams, functions, planning, scheduling, pricing and estimating, cost controls, trade-offs, risk management, contracts, procurement, and quality. Prerequisite: Admission to Graduate program.

MIS 516. Information Resource Management. 3 Hours.
This course aims to provide a broad managerial overview of the issues, challenges, and opportunities related to the management and deployment of Information Systems (IS). Information is a critical resource that plays a major role in managerial decision-making and thereby it influences business policy and strategic planning. This course will examine the internal and external issues involved in Information Resource Management. Internal IS issues include the management of IS professionals, project teams, and the acquisition of hardware and software. External IS issues would include areas such as organizational structure, planning processes, and management control of IS resources. While students will learn about the emerging trends in the IS field such as, but not limited to, Project Management, Cloud computing, Enterprise Resource Planning, IT security, or business intelligence, the course will focus on two or three major contemporary areas relevant at the time of delivery of this course. Prerequisite: Admission into the MBA program.

MIS 528. Emerging Technologies in MIS. 3 Hours.
Students will examine technologies that have been identified as emerging and addresses their impact on business organizations and individuals in global environment through a study of contemporary literature. This is a Web-based course which requires PC skills. Prerequisite: MIS 360.

MIS 552. Information Systems Management. 3 Hours.
This course examines the information systems and technology topics that enable managers to make informed decisions regarding the application and implementation of technology in an organization.

MIS 577. Data Analytics. 3 Hours.
This course studies the use of accounting data to identify, analyze, and solve business problems. Examines the processes needed to develop, report, and analyze accounting data and the business risks related to data collection, storage, and use. Prerequisite: Admission into the MBA program.

MIS 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

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SCM 512. Supply Chain Management Systems. 3 Hours.
The supply chain professional learns the basic techniques and concepts which includes building sales and operations plans. Prerequisite: Admission into the MBA program.

SCM 543. Purchasing and Quality Management. 3 Hours.
This course focuses on the management system, which is concerned with planning and meeting customer needs through leadership and strategic planning. Prerequisite: Admission into the MBA program.

SCM 554. Logistics and Transportation Management. 3 Hours.
This course focuses on the functional areas of logistics and transportation, with emphasis placed on the quantitative treatment of the design and planning issues in logistics. Prerequisite: Admission into the MBA program.

SCM 568. Supply Chain Management Financial Strategy and Profitability. 3 Hours.
This course includes case studies, examples, and in-depth analysis of technical issues involved in supply chain management, network design, and strategic partnering. The course engages students in managing a supply chain and provides a starting point for discussing the value of information in the supply chain, strategic partnering, and centralized decision making. This course is equivalent to both FIN 568 and ACCT 568. Prerequisite: ACCT 2301 and ACCT 2302, or ACCT 526.

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Master of Business Administration in Business Administration-Supply Chain Management

The sky is the limit in Supply Chain Management (SCM). SCM provides an exciting and rewarding path of study in which students learn skills which directly lead to increased business profitability. Careers in SCM take many paths and end up with a multitude of career options.

Skills acquired via the Supply Chain concentration are in high demand. By completing a degree in Supply Chain Management, students will set themselves apart to succeed in business. Students will develop analytical skills in learning about inventory management, logistics, quality, purchasing, and transportation. Students in supply chain management have the opportunity to learn and then subsequently return value to both their own personal investment portfolios or to grow their company business.

Requirements for University and Degree Program Admission

• Academic preparation including a baccalaureate degree
• Minimum 2.50 GPA on last 60 hours of undergraduate degree
• Three supportive letters from faculty, mentors, and/or employers
• A letter of interest in admission to the program
• Resume
• Official score on the General Management Admissions Test (GMAT) (The GMAT may be waived for applicants who have an undergraduate degree with a 3.0 or better GPA in their last 60 semester hours of work) or a four page essay to demonstrate thinking, writing, and grammatical skills.

Requirement must be submitted to the Graduate Studies Office by designated deadline in first semester of enrollment.

Degree Requirements

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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<td>Macroeconomic Theory and Policy ²</td>
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<td>MGT 527</td>
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<td>SCM 568</td>
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Minimum Hours for Degree 30

¹ If Student does not have credit for 6sch ACCT 2301 & ACCT 2302, then ACCT 526 is required as a prerequisite for ACCT 525
² If student does not have credit for 6sch of ECON 2301 and ECON 2302, then ECO 577 is required as a prerequisite for ECO 576.
Graduate Courses in Supply Chain Management

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The supply chain professional learns the basic techniques and concepts which includes building sales and operations plans. Prerequisite: Admission into the MBA program.

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This course focuses on the management system, which is concerned with planning and meeting customer needs through leadership and strategic planning. Prerequisite: Admission into the MBA program.

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This course focuses on the functional areas of logistics and transportation, with emphasis placed on the quantitative treatment of the design and planning issues in logistics. Prerequisite: Admission into the MBA program.

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This course includes case studies, examples, and in-depth analysis of technical issues involved in supply chain management, network design, and strategic partnering. The course engages students in managing a supply chain and provides a starting point for discussing the value of information in the supply chain, strategic partnering, and centralized decision making. This course is equivalent to both FIN 568 and ACCT 568. Prerequisite: ACCT 2301 and ACCT 2302, or ACCT 526.

**Faculty**

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**Jamie Daigle**
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**Dr. Brian Matthews**
Assistant Professor
Email: brian.matthews@tamut.edu
DOCTORAL STUDIES

Texas A&M University-Texarkana offers the Doctor of Education (Ed.D) in Education Leadership degree designed for a PK-12 public school administration emphasis. Graduates of the doctoral program often pursue leadership positions in schools, districts, and state agencies. The Doctor of Education (Ed.D.) in Education Leadership is a web-enhanced doctoral program where all courses are 50% online and 50% live classes. This format is flexible for students outside of the immediate vicinity while also providing the student support and interaction TAMUT is known for.

College of Arts, Sciences, and Education

- Education Leadership (p. 371)

Education Leadership (Ed.D); Superintendent Certification

The Department of Education Leadership in the College of Arts, Sciences, and Education offers the Doctor of Education degree in Education Leadership. The Doctor of Education in Education Leadership degree is designed for a PK-12 public school administration emphasis. Graduates of the doctoral program often pursue leadership positions in schools, districts, and state agencies. This format is flexible for students outside of the immediate vicinity while also providing the student support and interaction TAMUT is known for.

Faculty Contact: Dr. Rosanne Stripling (903) 334-6686, rstripling@tamut.edu; Chair

Admission Requirements

- Current employment in PreK - 12 setting or University teacher-ed program
- Baccalaureate degree and Master’s degree from accredited universities
- Recommendation of cumulative 3.25 in graduate coursework
- Three professional reference forms
- Letter of interest (see application packet for instructions)
- Current Curriculum Vitae
- Official scores on the GRE, GMAT, or MAT

Requirements must be submitted to the Graduate Studies Office by the designated deadline. Students must also apply for the certificate Program through the TK20 System by contacting Katheryn Hartshorn at katheryn.hartshorn@tamut.edu.

This program is a Scholars of Practice program with a focus on:

- Executive Education Leadership

  Curriculum Content:
  - Contemporary & Global
  - Practitioner based
  - Experiential

  Delivery Method:
  - Combination of Face to Face and Online
  - Meets professional needs by meeting mainly on Saturdays/Weekends
  - Personal and convenient
  - Includes state, national, and international travel

- Competency-based credit available
- 4 Year Tuition Rate and Mandatory Fees Guarantee (books not included)
- Faculty mentoring
- May accept up to 12 hours of transfer credit *(that meet transfer criteria)*

Education Leadership Doctoral Program coursework includes preparation in foundations of educational administration, governance of educational organizations, advanced organizational behavior, research methods, administration of instructional programs, program evaluation for school leaders, ethics and philosophy, economics of education, and dynamics of change. Doctoral students participate in a program that is designed to promote meaningful and continuous study in the field of scholarship, to provide for a diversity of experiences supporting intellectual growth and professional development, and to promote regular interaction between the student and faculty members. Specifically, this program is designed to prepare practitioners for the field of PK-12 education and the various organizations that support PK-12 learning.

Students may choose to apply to take school superintendent certification courses while pursuing the doctoral degree. The Superintendent Certification Program contains coursework for candidates holding a master’s degree and standard principal certification. Candidates complete courses designed to meet national advanced leadership standards for visionary, ethical, political, collaborative, instructional, and organizational school district leadership. This certification program is designed to develop candidates who will meet the competencies assessed by the State Board.
of Educator Certification TExES examination for the Standard Superintendent Certificate in Texas. Those already certified as Superintendents in Texas may apply to have those courses accepted in lieu of taking additional coursework.

Doctoral program applicants for programs in PK-12 educational leadership have generally completed a master’s degree in educational administration and principal certification coursework; however, we encourage those from other organizations that support PK-12 education to consider this program. The department encourages applications from candidates with strong academic achievement and scholarship ability, leadership abilities, and commitment to education.

**Doctor of Education Leadership (Ed.D) Degree Requirements**

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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<th>Code</th>
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<tr>
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**Program Total**

60

EDLD 693 may not be taken until Comprehensive Exams are successfully passed and the student is admitted to candidacy. Although this course must be consecutively taken (minimum of 12sch) until the dissertation is successfully defended, effective with this program change - only 12sch may be applied to the degree requirements.

**Doctoral Courses in Education Leadership**

**EDLD 611. Doctoral Seminar. 3 Hours.**

The Doctoral Seminar provides support and information to help graduate students in the Doctor of Education programs to successfully navigate the doctoral process. This course will focus on graduate level writing skills, writing literature reviews, APA formatting, use of library and university systems, and requisite skills to be successful in the program. Prerequisite: Admission into the doctoral program.

**EDLD 612. Strategic Management and Change. 3 Hours.**

To succeed in the future, leaders must develop the resources and capabilities needed to gain and sustain an advantage in traditional and emerging education markets. The focus of this course will be the strategic management for successful change with respect to the intended direction and goals of the organization; the organization’s strengths and weaknesses; the current market structure; and the social, political, technological, economic, and global environments.

**EDLD 613. Education and Non-Profit Law, Policy and Futurism. 3 Hours.**

Students will examine the legal framework for education including the United States Constitution, federal and state statutes, and the body of case law affecting all aspects of education and non-profit organizations. Current policy and legal statutes are evaluated in relationship to the concepts and changes in futurism and the global issues in the field of education and other non-profit ventures. Prerequisite: Admission to the doctoral program.
EDLD 622. Communication for Organizational Leaders. 3 Hours.
Communication style and effectiveness of organizational leaders greatly impacts the success of individual education organizations. Knowledge of the pervasive impact of the computer, Internet, intranet, and other communication modalities will be integrated with time-honored communication principles to enable students to maximize their effectiveness in dynamic educational environments. In addition to community and internal organizational communication, students will focus on leading meetings, presentation skills, and dealing with criticism and conflict. Prerequisite: Admission to the doctoral program.

EDLD 623. Education Marketing and Public Relations. 3 Hours.
Effective public relations and marketing skills are essential to the success of all education organizations. Public relations and marketing efforts address how we want to present the organization to others (including "branding") and how to deal with the perceptions of who others believe we are. This course will help prepare students to engage in successful marketing and public relations to promote a variety of efforts, including fundraising, bond issues, and other priority goals in the education arena.

EDLD 624. Applied Instructional Technologies. 3 Hours.
This course provides students with an overview of current topics, trends and issues affecting technology and technological needs in the PK-12 environment. Special attention will be placed on current technology related trends, such as the application of Bring Your Own Device Policies (BYOD) and flipped classroom techniques. Prerequisite: Admission to the doctoral program.

EDLD 625. Field Study in National and International Cultural Perspectives. 3 Hours.
This course serves to broaden students’ cultural and sociological perspective in education through a trip to Universidad Catolica de Pereira in Colombia, South America to visit PK12 schools in the region and Washington D.C. Public Schools. The trip includes visits to the American Association of School Administrators (AASA) national office, Association for Supervision and Curriculum Development (ASCD) national office, the Department of Education, and U.S. Congress. Prerequisite: Admission to the doctoral program.

EDLD 632. Contemporary Issues in Educational Leadership. 3 Hours.
This course explores contemporary issues that educational leaders face as they continue to lead their districts to higher levels of performance and achievement. A strong emphasis is placed on continuous improvement models as a foundation for implementing educational reform policies and mandates. A variety of topics such as current legal, political, social, cultural and economic issues as they relate to educational policy and decision-making will be discussed. Prerequisite: Admission to the doctoral program.

EDLD 661. Dissertation Prospectus Development. 3 Hours.
This course explores the theory, design frameworks, and how they relate to research methodologies in education. Various applications of research and procedures including quantitative analyses, naturalistic inquiry, research design, and preparation of research proposals as they relate to the discipline of educational administration constitute the core topics of this course. The end product of this course will be Chapter 1 of the dissertation proposal. These proposals will be used to determine dissertation chair assignments. Prerequisite: Admission to the doctoral program. This course is to be taken in the final semester of course work before dissertation.

EDLD 662. Methods of Inquiry. 3 Hours.
As an in-depth study of the theoretical and methodological approaches to qualitative research, students will explore the sociological/anthropological roots of qualitative research and apply these methodologies in practical situations related to executive leadership in education. The research approaches studied in this course include: ethnography, phenomenology, case studies, grounded theory, naturalistic inquiry, and thematic synthesis. Technologies that assist qualitative researchers in their investigations are utilized throughout this course. The development of doctoral research proposals, using qualitative research methods, is emphasized through this course. Prerequisite: Admission to the doctoral program.

EDLD 663. Statistical Methods in Educational Leadership. 3 Hours.
The course is designed to provide the student with the knowledge and skills needed to read, analyze, and synthesize educational research to give the student necessary fundamentals to develop and conduct doctoral level research. As an in-depth study of the theoretical and methodological approaches to quantitative research, students explore foundations of quantitative research and apply these methodologies in practical situations related to executive leadership in education. The research processes studied in this course include: univariate statistics, including the use of Statistical Package for the Social Sciences (SPSS) with exercises related to various descriptive and inferential statistical techniques, and survey and action research analysis and design. The development of doctoral research proposals, using quantitative research methods, is emphasized throughout this course. Prerequisite: Admission to the doctoral program.

EDLD 670. Critical Conversations and Team Building. 3 Hours.
Building collaborative teams that are cohesive with accountability and purpose requires specific skills and training that is crucial for successful education leaders in a variety of settings. This course will focus on the critical communication skills necessary to manage personnel effectively, having critical conversations and best practices in team building. This course provides the opportunity for students to develop these skills and apply them in varied settings.

EDLD 690. Leadership of the Education Community. 3 Hours.
This course is designed to provide prospective public school superintendents/CEOs and other executive leaders with the knowledge and skills incorporated in Domain I of the test framework for Texas Superintendent Standards - Leadership of the Educational Community. The competencies included with Domain I address: (1) acting with integrity, fairness, and in an ethical manner; (2) the development, articulation, implementation, and stewardship of a vision of learning; (3) communication and collaboration with families and community members, including mobilizing community resources; and (4) responding to the political, social, economic, legal, and cultural context, including working with governance boards. The application of sound leadership principles developed in the business sector will be translated into effective strategies for the leadership of large governmental agencies. Prerequisite: Acceptance into the Educator Preparation Program or instructor permission.
EDLD 691. Superintendent Internship. 3 Hours.
Internship activities in all SBEC superintendent standards will be required unless determined unnecessary by the instructor based on the student's prior experiences. Internship sites shall include private business, local or state government and/or management, public schools, public school support institutions, non-profit organizations, and/or others as determined appropriate on an individual basis. Prerequisite: Program Director’s approval.

EDLD 693. Dissertation Research. 3 Hours.
A candidate must present a dissertation acceptable to the student’s advisory committee and the Dean for Graduate Studies and Research on a problem in the area of specialization. To be acceptable, the dissertation must give evidence that the candidate has pursued a program of research, the results of which reveal superior academic competence and a significant contribution to knowledge. The focus of this course is to complete the final chapter of the dissertation and defend the dissertation. This course may be repeated until successful defense of the dissertation. Prerequisite: EDLD 692, EDLD 671, EDLD 672, and admission to candidacy.

EDLD 694. Instructional Leadership. 3 Hours.
Leadership at the chief executive officer (CEO) level is the theme of this standards-based course. The application of strategic planning skills to enhance teaching and learning; to ensure alignment among curriculum, curriculum resources, and assessment; and to support the collection and use of multiple measures of success are promulgated through the requirements of this course. Emphasis is placed on skills designed to advocate, nurture, and sustain an instructional program and a culture that supports student learning and staff professional growth. Staff evaluation, improving staff performance, and effective models of supervision are emphasized. Prerequisite: Principal certification or Program Director’s approval.

EDLD 698. Administrative Leadership. 3 Hours.
Public school finance at the superintendent level and the general operation of the business office and other peripheral support functions of a public school will be studied. Related topics include student food services, transportation, facility management, maintenance and construction, development and marketing of bond elections, human resource management, district level budget development and management, data management/analysis, and safe schools. Technology based infrastructure that supports student, personnel, and financing management will also be evaluated. The application of organizational, decision-making and problem-solving skills to facilitate position in varied contexts. Prerequisite: Principal certification or Program Director’s approval.

HUMA 693. Field Study in US Cross-Cultural Diversity. 3 Hours.
This course serves to broaden students’ cultural and sociological perspective in education. The variability of religious practices, values, identity, language, and socio-cultural conditions of major US ethnic representative groups will be examined both in a global context and in reference to contemporary American society. The course provides students with strategies to use knowledge of ethnocentric variability and the human conditions of these groups in order to make appropriate leadership decisions. It explores these issues through readings, discussions, lectures, films, case studies, and direct experience of the human experience of minorities in nearby communities or abroad. Cross-listed with EDLD 625, Field Study in National and International Cultural Perspectives. Prerequisite: Admission to the Doctoral program.

Faculty

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FACULTY

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A.A., Instrumentation Electronics, Community College of the Air Force (1978); B.A., Management, Park College (1979); M.A., Management, Central Michigan University (1981); M.A., Marketing, Ohio State University (1990); Ph.D., Business Administration, Ohio State University (1992)

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B.A., Mass Communications, Texas Tech University (1984); M.B.A., Accounting, Sam Houston State University (1993)

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B.A., Teaching Languages, Industrial University of Santander (1983); M.A., TESOL, Ball State University (1994); M.A., Spanish, Ball State University (1994); Ph.D., English- TESOL, Ball State University (2004)

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B.S. in Nursing & Pre-medical, McNeese State University (1975); Master of Public Health, Tulane University (1978)

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B.A., Psychology, California University of Pennsylvania (1985); M.E., Special Education, California University of Pennsylvania (1999); M.E., Administration, Lamar University (2010)

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B.S., Psychology, University of Wisconsin-Green Bay (1996); M.S., Experimental Psychology, University of Wisconsin-Milwaukee (2003); Ph.D., Experimental Psychology, University of Wisconsin-Milwaukee (2005)

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A.S., Texarkana College (1989); B.S., Criminal Justice, Sam Houston State University (1990); B.S., Mathematics, Texas A&M University-Texarkana (2004); M.S., Curriculum & Instruction, Texas A&M University-Texarkana (2008)

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B.S., Home Economics, Texas A&M University-Commerce (1965); M.E., Guidance and Counseling, Texas A&M University-Commerce (1969); Ed.D., Administration and Leadership, Baylor University (1989)

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B.A., History, Texas A&M University (2003); M.Ed., Curriculum & Instruction, Texas A&M University (2005); Ph.D. Curriculum & Instruction, University of North Texas (2014)

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M.S., Electronics and Engineering, Moscow Institute of Electrical and Computer Engineering (1971); M.S., Applied Mathematics, Moscow Institute of Electrical and Computer Engineering (1974); Ph.D., Electrical Engineering, Boston University (1992)

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B.B.A., Management Information Systems, Texas A&M University-Texarkana (1999); M.S., Business Administration, Texas A&M University-Texarkana (2003); M.S., Information Systems, Dakota State University (2009); D.S., Information Systems, Dakota State University (2013)

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Provost and Vice President for Academic Affairs - Academic Affairs

B.A. in Psychology, Bellevue University (1987); M.A. in Physiological Psychology, University of Nebraska (1990); Ph.D. in Developmental Psychobiology, University of Nebraska (1994)
COURSE DESCRIPTIONS

Accounting (ACCT)

ACCT 2301. Principles of Accounting I. 3 Hours.
This is an introduction to financial accounting concepts and financial statement reporting. The focus revolves around the creation, reporting, interpretation, and analysis of accounting information. Topics include the accounting cycle and underlying concepts, techniques for preparing and analyzing financial statements, and issues in accounting for assets, liabilities, and capital budgeting. No prerequisite.

ACCT 2302. Principles of Accounting II. 3 Hours.
This course is a study of how accounting data is used by management in planning, control, and decision making to aid in achieving predetermined organizational objectives. Topics include budgetary planning, costing techniques, standard costs, compensation, and capital budgeting. Prerequisite: ACCT 2301.

ACCT 289. Independent Study in Accounting. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

ACCT 321. Intermediate Accounting I (EL). 3 Hours.
Accounting principles and procedures are essential to the preparation of financial statements. Specific topics include present value concepts, cash and receivables, and inventories. This course integrates the principles of Experiential Learning and meets the criteria for a project-based course. Prerequisite: ACCT 2301 and ACCT 2302 with grades of C or better.

ACCT 322. Intermediate Accounting II. 3 Hours.
This course is a continuation of ACCT 321 which includes such topics as inventory, fixed assets, depreciation, intangibles, liabilities, and investments. Prerequisite: ACCT 321 with a grade of C or better.

ACCT 323. Intermediate Accounting III. 3 Hours.
This course is a continuation of ACCT 322 and includes such topics as revenue recognition, deferred taxes, pensions, leases, error analysis, cash flows and full disclosure. Prerequisite: ACCT 321 with a grade of C or better.

ACCT 324. Income Tax Accounting. 3 Hours.
This course addresses current federal income tax laws with attention given to economic, social, and historic viewpoints. Major emphasis is placed on the technical and accounting aspects, including the preparation of income tax returns. Prerequisite: ACCT 2301 and ACCT 2302 with a grade of C or better.

ACCT 325. Managerial Accounting. 3 Hours.
This course explores the application in business operations of accounting information for management decision making. The course integrates topics in cost determination, data processing, economic analysis, budgeting, and management and financial control. Prerequisite: ACCT 2301 and ACCT 2302 with grades of C or better.

ACCT 421. Governmental Accounting. 3 Hours.
This class is a discussion of nonprofit accounting to include the fund entity concept used primarily for accounting and financial reporting for municipalities, hospitals, colleges and other nonprofit organizations. In addition, partnership accounting will be covered to include income distributed, dissolution and liquidation. Prerequisite: ACCT 321 with a grade of C or better.

ACCT 422. Advanced Accounting. 3 Hours.
Advanced Accounting covers the basics of preparing a consolidated income statement and balance sheet. Prerequisite: ACCT 322 and ACCT 323 with a grade of C or better.

ACCT 424. Corporate Income Tax. 3 Hours.
The course gives students a basic understanding of the U.S. Tax Code as it pertains to Subchapter C corporations, Subchapter S corporations, and the taxation of partnerships. It also gives the student a basic understanding of how to do income tax research. Prerequisite: ACCT 324 with a grade of C or better.

ACCT 425. Cost Accounting. 3 Hours.
Course covers job order and process cost systems using actual or standard costs. Additional topics include overhead analysis, joint and by-product costing and variance analysis. Prerequisite: ACCT 2301 and ACCT 2302 with grades of C or better.

ACCT 427. Auditing. 3 Hours.
This course examines the basic principles and practices used by public accountants and internal auditors in examining financial statements and supporting data. Prerequisite: ACCT 322 and ACCT 429 with grades of C or better.

ACCT 429. Accounting Systems. 3 Hours.
This course covers the investigation, construction and installation of accounting systems. Students will receive hands-on experience with a computerized accounting system. Prerequisite: ACCT 322 with a grade of C or better.

ACCT 438. Profitability in Supply Chain Management. 3 Hours.
The goal of this course is to give supply chain managers the tools that will assist them in assessing the effect of their decisions on the profitability of their firms. Prerequisite: ACCT 2301 and ACCT 2302 with grades of C or better.
ACCT 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

ACCT 525. Administrative Controls. 3 Hours.
This course is a study of the role of accounting in internal management of business firms. Essentials of job order, process cost systems, use of standards, and budgeting are covered. Prerequisite: (ACCT 2301 and ACCT 2302) or ACCT 526.

ACCT 526. Accounting for Managers. 3 Hours.
Course covers financial and managerial accounting issues that confront economic entities. It is oriented toward graduate students who will eventually use, rather than prepare, accounting reports. No pre-requisite.

ACCT 547. Financial Statement Analysis. 3 Hours.
This course presents a comprehensive and current treatment of the analysis of financial statements as an aid to decision making for investors and creditors. The major focus is on the objectives of users of financial statements and on the analytical tools and techniques applied by them in reaching significant conclusions and decisions. Prerequisite: ACCT 323 with a C or better.

ACCT 548. Partnership Taxation. 3 Hours.
The tax effects on all phases of the life of a partnership (formation, operations, distributions, and liquidation) will be covered. Prerequisite: ACCT 324 with a C or better.

ACCT 557. Advanced Accounting Systems. 3 Hours.
This course is designed to achieve the following objectives: design and use accounting information systems; learn the foundations for building business controls and managing business risk; understand IT governance in an organization and how IT controls and governance relate to the Sarbanes-Oxley Act; understand how IT controls and risks must be integrated into a company’s overall risk profile; and design and implement control systems. Prerequisite: ACCT 429.

ACCT 558. Accounting & Audit Research. 3 Hours.
A study of the role of accounting in internal management of business firms. Financial statement analysis, fund flow statements, essentials of job order, process cost systems, use of standards and budgeting are covered primarily from the standpoint of manufacturing operations. Prerequisite: ACCT 427.

ACCT 568. Supply Chain Management Financial Strategy and Profitability. 3 Hours.
This course includes case studies, examples, and in-depth analysis of technical issues involved in supply chain management, network design, and strategic partnering. The course engages students in managing a supply chain and provides a starting point for discussing the value of information in the supply chain, strategic partnering, and centralized decision making. This course is equivalent to both SCM 568 and FIN 568. Prerequisite: ACCT 2301 and ACCT 2302, or ACCT 526.

ACCT 577. Data Analytics. 3 Hours.
This course studies the use of accounting data to identify, analyze, and solve business problems. Examines the processes needed to develop, report, and analyze accounting data and the business risks related to data collection, storage, and use.

ACCT 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

Adult Education (AE)

AE 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

AE 525. History and Philosophy of Adult Education. 3 Hours.
This course is an exploration of adult education as a field of study, research, and practice in the United States. Leaders, movements and agencies, economic, social and philosophical factors which have contributed to the growth of adult education will be discussed. Prerequisite: Major in Adult Education and consent of instructor.

AE 529. Leadership in Adult Education Programs. 3 Hours.
This course examines the principles of leadership necessary in managing the Adult Education function in a variety of work contexts. It includes theories of change and implementing change interventions. Also, the course addresses management strategies and practical problems that educational directors may face. Prerequisite: Major in Adult Education and consent of instructor.

AE 589. Individual Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

AE 595. Research Methods in Adult Education. 3 Hours.
This course is a required component for the Masters Degree in Adult Education. The purpose of the course is to introduce graduate students to the process of planning research, basic vocabulary, techniques to review the related literature, quantitative approaches to the study, concepts and methods of data collection and data analysis, and the process of writing scientific studies. Prerequisite: Major in Adult Education.

Adult Higher Education (AHED)
AHED 505. Higher Education in the 21st Century. 3 Hours.
The course presents an overview of the status of American higher education, specifically examining the social, political, and economic forces challenging institutions. Finance, federal and state governance, student demographics, curricular changes and academic leadership are key points of study.

AHED 508. Student Services Administration in Higher Education. 3 Hours.
This course is designed as an introduction to the roles, functions, and skills necessary for college student personnel professionals. Students will learn the theory and practices relative to the three basic approaches to the profession: counseling, student development, and organizational leadership. A cursory history of the profession will also be included, as well as current trends and issues.

AHED 513. Overview of Human Resource Development. 3 Hours.
This course is an introduction and overview to the discipline of Human Resource Development. The course addresses the processes of planning and implementing organizational training systems, assessing educational and developmental needs of employees, and examines the various applications of the HRD field used to enhance employee performance.

AHED 514. Workforce Training and Development. 3 Hours.
This is an overview of training and development processes and methods used in organizations to improve individual and organizational performance. Specific topics include the role and competencies of the training specialist, methods of conducting needs assessment and task analysis, adult learning and course design principles, delivery methods, evaluating training, and other developmental activities appropriate for the contemporary for-profit and non-profit work organization.

AHED 515. Organization Development. 3 Hours.
The field of Organization Development is one of three primary functions of the discipline of Human Resource Development, which is a focus area for the AHED program. This course presents an overview of how planned behavioral and socio-technical interventions, at the macro and micro levels, can improve the effectiveness of an organization as a whole. The role of the HRD professional, acting as change agent or facilitator, will be emphasized. Theoretical foundations and practical change strategies used in an OD process will be studied. Prerequisite: Graduate standing.

AHED 520. Professions and Practices in Adult and Higher Education. 3 Hours.
This course provides students a survey of the major dimensions of the field of adult education, an overview of its goals and purposes, constituencies, providers and agencies within the United States, and major figures that have contributed to the research and practice in the field. The course will explore the status of the profession in the United States, and the interrelationship of adult education and the contemporary higher education area.

AHED 526. Adult Learning and Development. 3 Hours.
This course focuses on adult learning theories and principles, characteristics of adults as learners, phases of the adult life and factors that influence the development of adults, particularly the cognitive and emotional. Various types of learning models are addressed, such as formal, incidental, informal and self-directed. Students also analyze learning styles, and the adult's motivation for learning. Prerequisite: Graduate standing.

AHED 527. Program Planning in Adult Education. 3 Hours.
This course examines the principles and procedures in program planning for adult education forums, such as comprehensive training sessions, conferences, and symposiums. Students will be introduced to various models and theories for planning, current trends and issues, and skill areas including context analysis, budget planning, project management, ethical considerations, and program evaluation.

AHED 528. Instructional Design and Methodology. 4 Hours.
This course examines the principles and best practices of designing instruction for adult learners and methods to deliver content. Specific topics include lesson planning, content sequence, selection and use of methods, practices for the diverse classroom, platform skills for the teacher of adults, motivational techniques, and creating instructional materials for a variety of contexts. The course will cover traditional methods of instruction, as well as innovative approaches.

AHED 530. Needs Assessment and Evaluation. 3 Hours.
This course is segmented into two parts. Part I covers the models, theories and techniques applied in assessing an organization's educational/developmental needs to promote effective planning of employee development. Part II addresses how program goals and objectives may be evaluated from the broad organizational perspective down to the individual assessment of learning and change. Prerequisite: graduate standing.

AHED 532. Transformational Leadership and Human Relations. 3 Hours.
The course facilitates development of self, organization, and community through enactment of adult learning theory as it relates to transformational leadership values. The scope of study includes analysis of classic and current transformational leadership theory and the development and implementation of leadership and change projects: (1) self-study adn (2) site study. Human relations skills are included as foundation to effective leadership and facilitating change in organizations. Areas of impact include higher education, adult education, healthcare, non-profit, faith-based organizations, local and state government, civil service, and other public and private organizations and agencies that function within dynamic settings requiring effective engagement of human and technological resources. This course is cross-listed with ITED 532. Prerequisite: graduate standing.

AHED 588. Practicum in Adult/Higher Education. 1 Hour.
This graduate capstone is a project-based course in which students design, develop and deliver a significant educational/training session to adult learners in an authentic context. This course is entirely independent in nature and highly experiential. An internship may also be arranged as a practicum, with inclusion of design/delivery of one instructional session for an adult audience. The student is expected to synthesize connections between the teaching experience and academic field of study.

AHED 589. Ind Study in AHED. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.
AHED 597. Special Topics. 3 Hours.
This course is designed to teach students about interpersonal communication, application of theoretical concepts to the analysis of interpersonal interactions, become aware of individual strengths and weaknesses when functioning in interpersonal contexts, and to develop skills for more effective interpersonal relationships. Prerequisite: Graduate standing.

Applied Arts & Sciences (AAS)

AAS 1100. University Foundations for Adult Learners. 1 Hour.
University Foundations for Adult Learners serves as an introduction to higher education and is designed to assist BAAS students become engaged members of the A&M-Texarkana academic community. This course assists students in acquiring essential academic success skills and developing a better understanding of learning processes. Focus is placed on the benefits of higher education and the expectations and values of the university. Students will examine factors that underlie learning, success, and personal development in higher education. NOTE: This is required of all BAAS students meeting 2015-16 and subsequent catalog degree requirements. Prerequisite: ENGL 1301 & 1302 with a grade of C or better.

AAS 1301. Prior Learning Assessment Theory and Practice. 3 Hours.
This course is designed to assist students in identifying areas of learning that may be evaluated for college-level equivalency. The course guides students through the preparation and compilation of all components required for the evaluation of a portfolio of prior learning. Students use critical reflection skills to conceptualize the value of prior learning and its implications for future learning. Adult learning theory, models, and concepts are discussed and applied to case studies. Admission to course requires BAAS program admission and permission by BAAS Coordinator. Prerequisite: ENGL 1301 & ENGL 1302 with a grade of C or higher.

AAS 301. Careers and Work-Life Integration. 3 Hours.
This course examines evolving work-life issues with respect to contemporary organizations and the changing landscape of careers. Major topics will include new career models, career development strategies, the interrelationship of work and family, and career development over the lifespan. Students will conduct a rigorous self-assessment to clarify values, interests, skills and career goals and aspirations.

AAS 305. The Adult Learner and Self-Development. 3 Hours.
This course will provide a formal space to introduce adult learners to the theories of adult development and learning and allow them the opportunity to explore those theories in light of their own personal and professional development. The course will also introduce students to the importance of well-developed skill-sets that include critical thinking, problem-solving, effective communication, leadership, personal responsibility, and self-directed development. In addition, this course will house tutorials to help returning adults acclimate to higher education, specifically its environment and expectations.

AAS 390. Psychology of Work. 3 Hours.
AAS 390 assists students in analyzing effective occupational practices as they relate to adult learning theory. The course topics include a comparison of traditional and adult learning theories, self-directed learning, transformative learning, experiential learning, motivation, personality traits, communication, and how these areas of knowledge assist in developing career goals and effective workplace interaction. Prerequisite: ENGL 340 or ENG 350 or ENG 345, and must be enrolled in the BAAS program.

AAS 395. Inductive Learning: Prior Learning Assessment Theory and Practice. 3 Hours.
This course is designed to lead students through the inductive learning process by assisting students in identifying specific learning events, reflecting upon those experiences, and then conceptualizing the prior learning within theoretical frameworks. Specific areas to explore include occupational-based communication and interpersonal skills, leadership, collaboration, problem-solving, and time-management. Utilizing Bloom’s Taxonomy and Kolb’s Experimental Learning Cycle, the course guides students through the preparation and compilation of all components required for the evaluation of a portfolio of prior learning for collegiate credit. Students use critical reflection skills to conceptualize the value of prior learning and its implications for future learning. Prerequisite: BAAS program admission and completion of ENGL 1301 and ENGL 1302 with a “C” or higher.

AAS 489. Independent Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

AAS 490. Deductive Learning: Self-development in Professional Contexts. 3 Hours.
As the summative course of the BAAS program, this course leads students through the deductive learning process of applying theoretical knowledge to experiential settings. The course requires students to develop and present a research project based on an area of professional development within their field of practice. Students will conduct a truncated literature review over the selected topic within the context of a specified setting, collect and analyze data utilizing quantitative methods, and complete a digital and written report of research and findings. Prerequisite: AAS 390 and ENG 340 or ENG 350 with a grade of C or better, and senior status.

Art (ART)

ART 369. Principles and Elements of Fine Art. 3 Hours.
This course focuses on knowledge teachers need to effectively teach EC-6 arts standards using visual art, music, and drama. The course instructs the student as to the basic materials, tools, and skills needed to appropriately facilitate student creative expression and performance.
ART 415. Impression and Post-Impression Art. 3 Hours.
This course will examine the artistic movement during the second half of the nineteenth century known as Impressionism. The characteristics of this art movement will be defined by the convergence of social, artistic, technological, political and commercial forces. Both subject choices and artistic techniques will be explored within a larger context of political, social, and cultural history. The relationship between the impressionists and post-impressionist painting of artists will be examined. Artists who lived in France and took the style to their countries will also be studied. The study of key French and American impressionistic artists provides students with the opportunity to strengthen their visual and analytical skills - skills that are fundamental to being a successful student, historian of art, and mentally active individual. Cross listed with ART 515.

ART 420. European Art History. 3 Hours.
This course focuses on the art of Western Europe from the middle ages to the 21st century. Representative examples from the visual arts and architecture are presented in their historical and social context. The course is designed to enhance the students' appreciation of Western Art and aims to enrich the understanding of art in general.

ART 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

ART 502. Practicum in Art Integration I. 3 Hours.
This course examines research, issues and trends related to the practice of integrating the arts across all content areas and grade levels for student academic success. Students will be immersed in research, theory and activities to develop leadership skills required to successfully deliver and mentor others in Arts Integration Instructional approach. The course is appropriate for graduate students already familiar with Arts-Integration.

ART 504. Practicum in Art Integration II. 3 Hours.
This course examines research, issues and trends related to the practice of integrating the arts across all content areas and grade levels for student academic success. Students will be immersed in research, theory and activities to develop leadership skills required to successfully deliver and mentor others in Arts Integration Instructional approach. The course is appropriate for graduate students already familiar with Arts-Integration.

ART 506. Visual Art: Process, History and Theory for Elementary Education. 3 Hours.
This course prepares educators to teach the Texas Essential Knowledge and Skills in Visual Art at the elementary level. Slide lectures and studio experiences will provide knowledge and skills in the following areas: media and processes of 2- and 3-dimensional art, history of western art and other world cultures, analysis of works of art based on visual art elements and principles of design according to various theories of art evaluation, aesthetic philosophy and the relationship of art making to culture, theories and methodologies of art pedagogy in the classroom and the impact of art making on student development.

ART 508. Drama/Theatre: Process, History and Theory for Elementary Education. 3 Hours.
This course prepares educators to teach the Texas Essential Knowledge and Skills in Theatre at the elementary level. Drama and theatre content includes: elements of dramatic play, conventions of theatre, perception, historical and cultural heritage, critical evaluation, local resources, techniques/materials for creative expression and performance.

ART 510. Arts-Integration: Teaching Elementary Content. 3 Hours.
This course prepares educators and administrators to act as a campus resource for using various art forms to meet content objectives in language arts, math, social studies and science. This course addresses theory and application of effective teaching practices in integrating the arts into core curricula as well as objective ways to assess student artwork and performance.

ART 515. Impression and Post-Impression Art. 3 Hours.
This course will examine the artistic movement during the second half of the nineteenth century known as Impressionism. The characteristics of this art movement will be defined by the convergence of social, artistic, technological, political and commercial forces. Both subject choices and artistic techniques will be explored within a larger context of political, social, and cultural history. The relationship between the impressionists and post-impressionist painting of artists will be examined. Artists that lived in France and took the style to their countries will also be studied. The study of key French and American impressionistic artists provided students with the opportunity to strengthen their visual and analytical skills - skills that are fundamental to being a successful student, historian of art, and mentally active individual. Cross listed with ART 415.

ART 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

ART 597. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

Arts History & Studio (ARTS)

ARTS 1301. Art Appreciation. 3 Hours.
This is a general course in art appreciation open to all students. The course explores the relationship and influences of the visual arts on the individual and culture. Emphasis is placed on the development of aesthetic judgment: learning how to look at art and evaluate it thoughtfully.

ARTS 1304. Art History II. 3 Hours.
This course is a survey of the history of art from the Renaissance to the present. Special consideration is given to decoding the form and content as well as the social and cultural context in which the work is created. Upon completion, students should be able to demonstrate a historical understanding of art as a product reflective of human social development. This course includes, but is not limited to, the art of the Renaissance and Baroque periods, Romanticism, Impressionism, and various movement of the 20th century.
Bilingual Education (BE)

BE 356. Second Language Acquisition. 3 Hours.
This course surveys research on second language acquisition of school-age children. It focuses on the relationship between second language acquisition and classroom learning and teaching. The course also helps students develop both a strong theoretical foundation with regard to second language acquisition and the acute analytical skills teachers require to consider critically such theory in order to make decisions in their classroom. Prerequisite: None.

BE 400. Foundations of Bilingual/ESL Education. 3 Hours.
This course studies the conceptual, linguistic, sociological, historical, political, and legal foundations of bilingual and ESL education. The course is designed for students and teachers who are interested in broadening their knowledge of the historical and legislative foundations of bilingual and ESL education. It presents an overview of the types of ESL and bilingual programs and the principles of effective ESL and bilingual education for English Language Learners, including theory and research in ESL and bilingual education, and effective strategies. In conjunction with other ESL and bilingual courses, the course prepares students to pass the TExES #154 ESL Supplemental and the TExES #164 Bilingual Supplemental. This course is cross listed with ESL 400. Prerequisite: None.

BE 420. Bilingual Target Language Proficiency. 3 Hours.
This course is a study of the Spanish linguistics and academic Spanish. It analyzes the concepts of language, linguistics, grammar, and Spanish language variation. It reviews the sound patterns of Spanish (phonology), the form and function of words (morphology), and the structure and organization of simple and complex sentences (syntax). It emphasizes the mastery of academic Spanish required to become a Spanish or bilingual teacher in Texas public schools. The course is intended to provide students with a fundamental understanding of advanced grammatical concepts and to apply this knowledge to become competent users of Spanish for academic purposes. Additionally, the course prepares students to take the Bilingual Target Language Proficiency Test (BTLPT, TExES #190). Prerequisite: BE 400 with a minimum grade of C.

BE 470. Bilingual Assessment and Monitoring. 3 Hours.
This course prepares teachers to meet Bilingual Education Standard IV ("The bilingual educator has a comprehensive knowledge of the development and assessment of literacy in the primary language.") and Bilingual Educator Standard V ("The bilingual educator has a comprehensive knowledge of the development and assessment of biliteracy."). To achieve these competencies, students must fulfill the course objectives and participate in field-based work in assessment and monitoring of children in the process of acquiring a second language. Prerequisite: BE 474 and Spanish proficiency at the 200 level.

BE 472. Bilingual and Dual Language Methodologies. 3 Hours.
This course studies the conditions for developing biliteracy and the acquisition of English as a Second language (ESL) and effective teaching strategies for the ESL classroom. It reviews the English system and the processes of first language (L1) and second language (L2) acquisition, including the factors that affect L2 development. It studies implications and teaching strategies for developing communicative competence (listening and speaking), and reading and writing skills and assessment of biliteracy. The course prepares students to pass the TExES 164 Bilingual Supplemental. This course is cross listed with ESL 472. Prerequisite: None.

BE 474. Biliteracy for Bilingual and Dual Language Classrooms (EL). 3 Hours.
This course studies the conditions for developing literacy in first language (L1) and second language (L2) and the design and implementation of instructional strategies for developing literacy and biliteracy. It focuses on the research, strategies, and material related to teaching reading comprehension in the bilingual and the ESL classroom and on the reading-writing connection. The course deals with the application of state educator certification standards in reading/language arts in grades EC-6 and the distinctive elements in the application of the standards for English and for L1 to promote bilingual students’ literacy development in L1. It studies the application of the statewide language arts curriculum for Spanish LA and ESL in grades EC-6 as specified in the TEKS to promote bilingual students’ L1 and L2 literacy development. This course integrates the principles of Experiential Learning (EL) and meets the criteria for field work. Prerequisite: BE 400 with a minimum grade of C.

BE 476. Content Area Instruction for Bilingual Programs. 3 Hours.
This course presents the theory and methodology for content area instruction in Bilingual and mainstream classrooms. The course focuses on the development of language through content area instruction as well on strategies for teaching content areas to learners of English, particularly mathematics, science, and social studies. Participants in this course will develop effective teaching strategies to prepare English Language Learners (ELLs) to be successful in mainstream classes. Prerequisite: BE 420 with a minimum grade of C.

BE 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary. Prerequisite: Requires a student contract approved by the instructor and dean.

BE 495. Co Teaching Practicum Bilingual. 3 Hours.
This course provides clinical work in the public school setting as part of field experience requirements for the undergraduate Teacher Preparation Program (TPP). University student is identified as Teacher Candidate and is required to spend 6 hours per week for 12 weeks in an assigned classroom under the supervision of an Instructional Leadership Team (ILT) to include University Field Supervisor and Cooperating Teacher. Block 1 is the first semester of the Co-Teaching assignment (2 semesters) in which Teacher Candidate and Cooperating Teacher are considered Co-Teachers for the class. Student is required to complete assignments, activities, projects, observations related to certification being sought as assigned by ILT. Prerequisite: Approved field-based assignment by the Teacher Preparation Program.
BE 496. Co-Teach Practicum for Certification Bilingual. 3 Hours.
This course provides clinical work in the public school setting as part of field experience requirements for the undergraduate Teacher Preparation Program (TPP). University student is identified as Teacher Candidate and is required to spend 72 full public school days in an assigned classroom under the supervision of an Instructional Leadership Team (ILT) to include University Field Supervisor and Cooperating Teacher. This course follows its prerequisite course (Block 1) and is the second semester of the Co-Teaching assignment in which Teacher Candidate and the Cooperating Teacher are considered Co-Teachers for the class in a public school setting in the grade level and content of the certification they are seeking. Student will complete assignments, activities, projects, and observations related to certification being sought as assigned by ILT. This semester is the culmination of the entire curriculum of study for education students, and it is instrumental in preparing them to teach. Prerequisite: Successful completion of BE 495; passing scores on both TExES PPR and TExES Content exams appropriate for the level and certification being sought; and continued acceptance in a public school classroom.

BE 501. Theoretical Foundations of Bilingual/ESL Education. 3 Hours.
This course is a critical analysis of the rationale for bilingual and multicultural education focusing on history, philosophy, and theory. It includes 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 critical review of research on the effective implementation of bilingual/ESL programs. Prerequisite: None.

Biology (BIOL)

BIOL 1106. Biology for Science Majors I Lab. 1 Hour.
This course provides students with hands-on exploration in the biological sciences. Content includes the process of scientific inquiry, important concepts in biochemistry and genetics, and introduction to laboratory techniques. Corequisite: BIOL 1306.

BIOL 1107. Biology for Science Majors II Lab. 1 Hour.
This course provides students with hands-on exploration in the biological sciences. Content includes a survey of plants, animals, and microorganisms as well as studies of basic biological processes such as digestion, circulation, and nervous system function. Corequisite: BIOL 1307.

BIOL 1108. Biology for Non-science Majors I Lab. 1 Hour.
This course provides students with hands-on exploration in the biological sciences. Content includes the process of scientific inquiry, important concepts in biochemistry and genetics, and introduction to laboratory techniques. Prerequisite or Corequisite: BIOL 1308.

BIOL 1109. Biology for Non-science Majors II Lab. 1 Hour.
This course provides students with hands-on exploration in the biological sciences. Content includes the process of scientific inquiry, important concepts in biochemistry and genetics, and introduction to laboratory techniques. Prerequisite or Corequisite: BIOL 1309.

BIOL 1306. Biology for Science Majors I. 3 Hours.
This course introduces the student to the nature of science and the application of science to contemporary issues. Content includes the chemistry of life, the cell, genetics, and mechanisms of evolution. Corequisite: BIOL 1106.

BIOL 1307. Biology for Science Majors II. 3 Hours.
This course introduces the student to the nature of science and the application of science to contemporary issues. Content includes plant form and function, animal form and function, and ecology. Prerequisite: BIOL 1306. Corequisite: BIOL 1107.

BIOL 1308. Biology for Non-Science Majors I. 3 Hours.
This course introduces the student to the nature of science and the application of science to contemporary issues. Content includes the chemistry of life, the cell, genetics, and mechanisms of evolution. NOTE: Lab may be required for specific majors.

BIOL 1309. Biology for Non-Science Majors II. 3 Hours.
This course introduces the student to the nature of science and the application of science to contemporary issues. Content includes plant form and function, animal form and function, and ecology. NOTE: Lab may be required for specific majors. Prerequisite: BIOL 1308.

BIOL 2401. Human Anatomy and Physiology I. 4 Hours.
This course covers basic human anatomy and physiological principles focusing on the cellular and tissue levels and their integration into the integumentary, skeletal, muscular, and nervous systems. C or better in BIOL 1306 or 35 or better on the Biology Readiness test.

BIOL 2402. Human Anatomy and Physiology II. 4 Hours.
This course covers basic human anatomy and physiological principles focusing on the nervous, endocrine, digestive, respiratory, cardiovascular, immune, urinary, and reproductive organ systems. Prerequisite: C or better in BIOL 2401.

BIOL 2405. Introduction to Microbiology. 4 Hours.
This is an introductory microbiology course consisting of lecture and laboratory sessions and designed for the non-biology majors and allied health students. Topics include the morphology, physiology, and taxonomy of representative groups of pathogenic and nonpathogenic microorganisms; human-microbe interactions; public health microbiology; and host defense mechanisms. BIOL 1306 is recommended prior to BIOL 2405.

BIOL 2406. Environmental Biology. 3 Hours.
This course provides an introduction to the basic principles of bioenvironmental science with emphasis on scientific literacy, current events, global and international issues, historic context, and the relationship between humans and the natural world. The course will also address conservation, pollution, energy, and other contemporary environmental problems.

BIOL 289. Independent Study. 1-4 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.
BIOL 303. Animal Nutrition. 3 Hours.
This is a course designed to introduce the study of animal nutrition in all aspects, and is designed for Biology majors, especially those interested in Veterinary school. Topics include the nutrition of companion animals, livestock, and exotic species. Topics will also include the anatomy, physiology and biochemistry of the gastrointestinal system, nutrient procurement and use, feed additives, growth stimulants, metabolic diseases, and diet therapy. Prerequisites: BIOL 1306, BIOL 1307, BIOL 1106, BIOL 1107 or equivalent.

BIOL 307. General Ecology. 3 Hours.
This course covers the principles of ecology with special reference to populations and their ecosystems, distribution, biotic communities, and environmental relationships. This course requires field trips. Prerequisite: BIOL 1306 and BIOL 1106, and BIOL 1307 and BIOL 1107.

BIOL 308. Invertebrate Zoology. 3 Hours.
This course explores the diversity of invertebrate types, morphologically, embryologically, and physiologically. The course emphasizes the ecological role of invertebrates. Prerequisite: BIOL 1306 and BIOL 1106, and BIOL 1307 and BIOL 1107.

BIOL 310. Genetics (EL). 4 Hours.
This course deals with the principles of heredity and variation and their application to plants, lower animals and man. This course integrates the principles of experiential learning and meets the criteria for undergraduate research. Prerequisite: 8 SCH of Biology.

BIOL 311. General Microbiology. 4 Hours.
General Microbiology is an upper division undergraduate course on microbial biology consisting of both lectures and laboratory activities. In depth lectures cover eukaryotic and prokaryotic microbes and viruses, but emphasis is put on bacteria. This course provides a conceptual and experimental background in microbiology. This course is highly recommended for the pre-medical and pre-pharmacy students. Prerequisite: Successful completion of two semesters of Biology.

BIOL 330. Introduction to Geographic Information Systems. 4 Hours.
Introduces the concepts and applications of computer-based spatial data handling, known as geographic information systems (GIS) technology. Illustrates the essential methods of GIS and its applications in fields including geography, natural resource management, planning and environmental science. Students gain application skills via a series of practical exercises illustrating problem-solving strategies using up-to-date GIS software packages. Lectures, laboratories, and special assignments will be utilized in this course. Pre-requisites: MATH 1314.

BIOL 332. Molecular Pharmacology and Toxicology. 3 Hours.
This course will provide an overview of pharmacology based on principles of drug action with emphasis on drug classes. Topics include pharmacology of the autonomic, cardiovascular, central nervous and endocrine systems. Prerequisites: BIOL 1306 & 1106, BIOL 1307 & 1107; and BIOL 2401 & 2402 or BIOL 449.

BIOL 335. Medical Terminology. 3 Hours.
This web-based course utilizes a systems approach to the language of medicine, including the analysis and utilization of word roots, combining forms, prefixes, suffixes, and medical terms; emphasis is on written and spoken medical vocabulary. Prerequisite: Completion of two semesters of Biology courses.

BIOL 343. Practical Paleontology. 3 Hours.
Designed for students with an interest in fossils and how they can be used to reconstruct ancient ecosystems. This course covers principles of fossil data collection, preparation, conservation, and management with hands-on experience collecting fossils from the Texas, Oklahoma and Arkansas area. Practice fossil preparation skills and learn to identify fossils based on published descriptions. Students will be introduced to paleontological research using the fossils they find in two brief guided research project. Prerequisite: BIOL 1307 or equivalent or instructor's permission.

BIOL 402. Cell and Molecular Biology. 4 Hours.
This course consists of lectures and laboratory activities and will provide a strong background in the cellular and molecular aspects of biology. Topics include: methods in cellular and molecular biology, transcription in prokaryotes and eukaryotes, posttranscriptional events, translation, DNA replication, and recombination. Prerequisite: 8 SCH of Biology.

BIOL 415. Darwin and the Origin of Species. 3 Hours.
This course will focus on Darwin’s hypotheses and compare his ideas with modern developments in the study of biological evolution.

BIOL 420. Global Change (EL). 3 Hours.
This course will focus on global change. Major topics covered include climate change, sea level change/coastal inundation, ocean acidification, and permafrost and the changing Arctic. This course integrates the principles of Experiential Learning (EL) and meets the criteria for project-based research. Prerequisite: 6 SCH of Biology.

BIOL 421. Endangered Ecosystems. 3 Hours.
This course will focus on endangered ecosystems and organisms from around the world. Coral reefs, Brazilian rain forest destruction, amphibian crisis, and the Gulf of Mexico Dead Zone will be studied in detail. Prerequisite: 6 SCH in Biology.

BIOL 422. Atmosphere and Biosphere. 3 Hours.
This course will focus on how the atmosphere affects the biosphere. Stratospheric ozone, black carbon (soot), El Nino, and the environmental impact of carbon monoxide will be studied in detail. Prerequisite: 6 SCH of Biology.
BIOL 425. Immunology. 4 Hours.
This is a course designed to introduce the immune system in all its aspects and is designed for the allied health students and biology majors. Topics include innate and adaptive immunity, generation of antibody and lymphocyte diversity, signaling molecules, cellular and humoral immunity, immunological failure in disease, and manipulation of immunity.

BIOL 430. Astrobiology. 3 Hours.
This course will focus on the understanding that astrobiology is concerned with the origin, evolution, and distribution of life in the Universe. It investigates life in its cosmic context. Cross listed with BIOL 530. Prerequisite: Two semesters of Biology or permission of the instructor.

BIOL 437. Herpetology. 3 Hours.
This is a course designed to introduce the study of herpetology in all aspects, and is designed for Biology and science majors. Topics include the anatomy, physiology, taxonomy, systematics, natural history, distribution, ecology, and conservation of amphibians and reptiles; primarily North America species with special emphasis on local Texas native species. Prerequisites: BIOL 1306, BIOL 1307, BIOL 1106, BIOL 1107.

BIOL 443. Paleozoology. 3 Hours.
This course looks at the evolution of modern animals by bringing together recent advances in genetics with the fossil record. This course will provide an evolutionary perspective on the origins of important groups of animals from single-celled organisms to modern humans through lectures, discussions, and hands-on workshops with fossils. Prerequisite: BIOL 308 or instructor permission.

BIOL 445. Virology. 3 Hours.
This course will introduce students to the biology of viruses, with a particular focus on viruses of medical importance. Topics covered will include virus structure; classification, evolution, and life cycles of viruses; methods used to study viruses; their interaction with host cells; mechanisms of pathogenicity; host responses of the host to viral infection and vaccine applications; in-depth study of the life cycles of the major classes of viruses and discussion of emerging viruses. Prerequisite: Two semesters of biology and BIOL 311, or instructor permission.

BIOL 447. Synthetic Biology. 3 Hours.
This course will explore the application of synthetic biology in the biomolecular sciences, looking at a range of techniques that have been used to build useful tools from biological components. We will focus on the current use of molecular bioengineering in the area of human health. This course reinforces advanced concepts in molecular biology, and would be useful for students interested in careers in medicine or pharmaceutical research. Cross-listed with BIOL 547. Prerequisite: Two semesters of biology and one semester of microbiology or approval of instructor.

BIOL 449. Vertebrate Histology. 4 Hours.
This course is the study of the cell and fundamental tissue types to include the microscopic structure of the organ systems of representative vertebrates. Emphasis will be on the relationship between microscopic structure and function. Prerequisite: Two semesters of biology, with Anatomy and Physiology recommended but not required.

BIOL 450. Limnology. 4 Hours.
This course is the study of the biological, chemical, and physical characteristics of the freshwater environment. Prerequisite: Two semesters of biology.

BIOL 466. Evolutionary Biology. 3 Hours.
This course covers the basic principles, mechanisms, and patterns of evolutionary biology including a historical survey of related ideas. Prerequisite: Two semesters of biology.

BIOL 470. Internship in Biology. 1-3 Hours.
This is a directed internship that provides biology students with the applications of biology related knowledge in an organization. The student receives hands-on experience under the joint guidance of a professional from an organization and a faculty supervisor. 1-3 credit hours available. May be repeated up to a maximum of 3 SCH. Prerequisite: Consent of instructor.

BIOL 472. Introduction to Forensic Science. 3 Hours.
This course is a study of basic concepts, techniques, practices, and procedures of criminalistics, including the most current technologies in forensic analysis. Criminal investigation of actual cases will be discussed with a minimum of scientific terminology. In addition, the course will emphasize the nature of physical evidence, including the use of DNA profiling. This course is strongly recommended for Criminal Justice majors and Pre-Allied Health track students in Biology. Prerequisite: Junior or Senior standing.

BIOL 473. Fundamentals of DNA Forensics. 4 Hours.
Fundamentals of DNA forensics explores the current methods of DNA typing. It encompasses current forensic DNA analysis methods, as well as biology, technology, and genetic interpretation. The course will follow the path of DNA evidence starting with sample collection and the processes of DNA extraction, quantitation, amplification, and statistical interpretation. By the end of the course, students will explore the important role of DNA evidence for law enforcement. Cross-listed with BTEC 473.

BIOL 481. Seminar in Biology. 3 Hours.
This course requires student participation in general and specific topics in biology. May be repeated in a different topic. Prerequisite: Senior standing with Biology major.

BIOL 489. Independent Study in Biology. 1-4 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.
BIOL 490. Introduction to Biotechnology. 4 Hours.
This course will explore the principles and applications of DNA science with special reference to recombinant DNA technology. This course is highly recommended for students focusing on a career in the medical field. Prerequisite: Junior or Senior standing.

BIOL 497. Special Topics. 1-4 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

BIOL 499. Independent Research. 1-6 Hours.
Independent research in Biology conducted by a student under the guidance of a faculty member of his or her choice. The student is required to maintain a research journal and submit a project report by the end of the semester and potentially make an oral presentation on the project. SCH and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: Consent of instructor.

BIOL 515. Darwin and the Origin of Species. 3 Hours.
This course will focus on Darwin's hypotheses and compare his ideas with modern developments in the study of biological evolution.

BIOL 520. Global Change. 3 Hours.
This course will focus on global change. Major topics include climate change, sea-level change- and coastal inundation, ocean acidification, and permafrost and the changing Arctic. Prerequisite: Graduate student standing.

BIOL 521. Endangered Ecosystems. 3 Hours.
This course will focus on endangered ecosystems and organisms from around the world. Students will study coral reefs, Brazilian rainforest destruction, amphibian crisis and the Gulf of Mexico dead zone in detail. Prerequisite: Graduate student standing.

BIOL 522. Atmosphere and Biosphere. 3 Hours.
This course will focus on how the atmosphere affects the biosphere. Stratospheric Ozone, Black Carbon (Soot), El Nino, and Carbon Monoxide: Its Environmental Impact will be studied in detail. Prerequisite: Graduate student standing.

BIOL 530. Astrobiology. 3 Hours.
This course will focus on the understanding that astrobiology is concerned with the origin, evolution, and distribution of life in the Universe. It investigates life in its cosmic context. As a graduate course, it will also include an intensive 5,000 word term paper. Cross listed with BIOL 430. Prerequisite: Two semesters of Biology or permission of the instructor.

BIOL 543. Paleozoology. 3 Hours.
This course looks at the evolution of modern animals by bringing together recent advances in genetics with the fossil record. This course will provide an evolutionary perspective on the origins of important groups of animals from single-celled organisms to modern humans through lectures, discussions, and hands-on workshops with fossils. Prerequisite: BIOL 308 or instructor permission.

BIOL 545. Virology. 3 Hours.
This course will introduce students to the biology of viruses, with a particular focus on viruses of medical importance. Topics covered will include virus structure; classification, evolution, and life cycles of viruses; methods used to study viruses; their interaction with host cells; mechanisms of pathogenicity; host responses of the host to viral infection and vaccine applications; in-depth study of the life cycles of the major classes of viruses and discussion of emerging viruses. Prerequisite: Two semesters of biology and BIOL 311, or instructor permission.

BIOL 547. Synthetic Biology. 3 Hours.
This course will explore the application of synthetic biology in the biomolecular sciences, looking at a range of techniques that have been used to build useful tools from biological components. We will focus on the current use of molecular bioengineering in the area of human health. This course reinforces advanced concepts in molecular biology, and would be useful for students interested in careers in medicine or pharmaceutical research. Cross-listed with BIOL 447. Prerequisite: Two semesters of biology and one semester of microbiology or approval of instructor.

BIOL 589. Independent Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

BIOL 597. Special Topics in Biology. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

BIOL 599. Independent Research. 1-6 Hours.
Independent research in Biology conducted by a student under the guidance of a faculty member of his or her choice. Credits and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: Consent of instructor.

Biotechnology (BTEC)

BTEC 1340. Quality Assurance and Quality Control in Biotechnology. 3 Hours.
This course focuses on the different approaches required for quality control techniques in biotechnological projects. Special emphasis is placed on assurance issues. Methods for project management, budget responsibilities, and proper use of biological controls, as well as statistical analysis of false positives and false negatives, are discussed.

BTEC 2431. Cell Culture Techniques. 4 Hours.
This course will introduce students to the principle and practices of initiation, cultivation, maintenance, and preservation of cell lines. Prerequisite: BIOL 1415.
BTEC 2441. Basic Molecular Biology Techniques. 4 Hours.
This course introduces the students to the basic methods used in a molecular biology laboratory conducive to gene and protein manipulations. Prerequisite: BIOL 1415.

BTEC 310. Biotechnology Research Methods and Applications. 4 Hours.
This course provides students with advanced laboratory skills needed for employment in the biotechnology industry. The course focuses on the use of basic and specialized lab equipment techniques. Topics will include solution chemistry and buffers, DNA extraction and analysis, mRNA techniques, and protein extraction and analysis. Emphasis will be placed on lab safety, proper documentation, quality control, and quality assurance.

BTEC 311. Microbial Biotechnology. 4 Hours.
This course is intended as an advanced undergraduate level overview of selected aspects of microbial biotechnology. This course discusses the microbial mechanisms for production of components of food and consumer products, biologics, and biomaterials using DNA. An introduction to the kinetics of microbial growth is included, in addition to the presentation of production and regulation of genetically modified microorganisms (GMOs). Using B. thuringiensis as a model organism, multiple approaches to develop genetically modified products will be demonstrated. Extensive discussions will be dedicated to select effective schemes for choosing microbial hosts and vector expression systems for the production of heterologous peptides, proteins, or post translational-modified proteins. Methods for production of industrial enzymes and selected applications of enzyme technology for the pharmaceutical, chemical industries, and for environmental remediation are also discussed. Prerequisite: BTEC 310, BIOL 310, and BIOL 311.

BTEC 411. Protein Purification and Analysis. 4 Hours.
This course focuses on the theory and application of many biochemical techniques involved in protein purification and characterization. Techniques include types of chromatography, electrophoresis, and blotting. Students will think critically about methodology, design a purification scheme, and troubleshoot an existing purification scheme.

BTEC 440. Advanced Bioinformatics. 4 Hours.
Two bacterial species, E. Coli and B. thuringiensis will be used to demonstrate multiple approaches to develop genetically modified strains expressing functional applications to biotechnology outcomes. This course relies on rational manipulation of genetic elements in the bacteria to generate useful products. Prerequisite: MATH 2342, BIOL 310, and BTEC 310.

BTEC 450. Proteomics. 4 Hours.
This course is designed to acquire the knowledge related to the concepts of proteomics and their applications to characterize and analyze the human proteome and the applications of this knowledge to personalized medicine.

BTEC 472. Fundamentals of DNA Forensics. 4 Hours.
Fundamentals of DNA Forensics explores the current methods of DNA typing. It encompasses current forensic DNA analysis methods, as well as biology, technology, and genetic interpretation. The course will follow the path of DNA evidence starting with sample collection and the processes of DNA extraction, quantitation, amplification, and statistical interpretation. By the end of the course, students will explore the important role of DNA evidence for law enforcement.

BTEC 473. Fundamentals of DNA Forensics. 4 Hours.
Fundamentals of DNA forensics explores the current methods of DNA typing. It encompasses current forensic DNA analysis methods, as well as biology, technology, and genetic interpretation. The course will follow the path of DNA evidence starting with sample collection and the processes of DNA extraction, quantitation, amplification, and statistical interpretation. By the end of the course, students will explore the important role of DNA evidence for law enforcement. Cross-listed with BIOL 473.

BTEC 482. Biotechnology Capstone Experience I. 4 Hours.
The Biotechnology Capstone Experience I is intended to bring the students closer to a real working environment that should prepare them for facing daily challenges found around other people who have more experience in the field and are more familiar with the difficulties and limitations outside academic settings. The capstone may have two possible options depending upon resources, industrial openings, and student interest. It is suggested that if a student selects one of the two possible lines for the capstone experience in course BTEC 482, s/he should select the same type of experience for the continuation course, BTEC 483. These two possibilities are i) industrial/laboratory experience and ii) basic and/or applied research. Prerequisite: MATH 2342, CHEM 410, BTEC 310, and BTEC 440.

BTEC 483. Biotechnology Capstone Experience II. 4 Hours.
The Biotechnology Capstone Experience II is intended to bring the students closer to a real working environment that should prepare them for facing daily challenges found around other people who have more experience in the field and are more familiar with the difficulties and limitations outside academic settings. The capstone may have two possible options depending upon resources, industrial openings, and student interest. These two possibilities are i) industrial/laboratory experience and ii) basic and/or applied research. Prerequisite: MATH 2342, CHEM 410, BTEC 310, BTEC 440, and BTEC 482.

BTEC 490. Advanced Biotechnology. 4 Hours.
This course will provide the students an overview of the most advanced subjects in Biotechnology. Prerequisite: BIOL 1415.
BTEC 499. Independent Research. 6 Hours.
Research in Biotechnology is conducted under faculty guidelines. The research topic is to be agreed upon by the instructor and the student by the start of the course. The research project should result in a detailed report based on the project. If appropriate (if the obtained results are publishable), the project may result in a conference paper or a paper that can be submitted for consideration to a peer-reviewed journal. A 45-minute presentation based on the research project results shall also be prepared and delivered in front of an audience. A detailed Power Point presentation (about 30 slides) shall also be prepared. Prerequisite: Junior and Senior standing for BTEC students only. Approval by the Dean based on the instructor's recommendation is required.

Business (BUSI)

BUSI 1301. Introduction to Business. 3 Hours.
Open to non-business majors, this course introduces areas of accounting, computer information systems, economics, finance, marketing, management, and production. It furnishes an overview of subjects covered in more depth in more specialized business and economic courses.

BUSI 2101. Introduction to Leadership Principles. 1 Hour.
Leading organizations in a contemporary business climate is increasingly complex. The evolution of the global market place and the economic challenges associated with instant access to electronic information and how that has altered traditional leadership thinking will be explored. This course focuses on the complexity of twenty-first century organizations and the application of leadership in this environment. (1 sch).

BUSI 2102. Building Trust: The Heart of Leadership. 1 Hour.
High trust organizations thrive in all economic environments but thrive exceptionally well in tough economic times as a result of increased efficiency and speed. Highly successful organizations characteristically have leaders who are able to build a "high trust" environment and continually work to develop and maintain that "high trust" work place. This course will explore the characteristics of leaders that are capable of building these "high trust" organizations. (1 sch).

BUSI 2103. Communication: Written & Oral. 1 Hour.
This course provides students with the skills necessary for public speaking and business writing in a professional environment.

BUSI 2104. Clarifying Purpose: Defining the Core Mission. 1 Hour.
Surveys of companies and organizations throughout the United States show an alarming trend indicating only a limited number of their employees are able to clearly define the Core Mission of the business. Without this clarity of purpose employees often fail to embrace the very reason for their employment. For an employee's work to be meaningful, and to recruit and retain the best and the brightest, organizations/companies must find new ways to cascade an understanding of the core mission throughout the organization. (1 SCH).

BUSI 2105. Aligning Systems: Moving from Planning to Execution. 1 Hour.
The leader's skill to link the three core processes of people, strategy, and operations into an aligned model or system that will ensure timely execution may be one of the best predictors of success for companies and organizations in the 21st century. Lagging indicators like capital resources and inventory are no longer primary predictors of future success when "just in time delivery" of the product most immediately desired by the customer is so rapidly becoming the norming benchmark for profitability. Those leaders, who have mastered the ability to create and architecture of execution, and then lead and improve that execution model every day, have proven to be some of the most elusive talent in today's fast paced society. Topics include: what is a "system"; aligning to meet the highest priority; matching goals to outcomes; communicating what is "wildly" important; enabling people to give their best; acting on "lead measures"; core work processes; creating a culture and rhythm of accountability; creating and implementing a compelling scoreboard; and utilizing failure to improve.

BUSI 2106. Time Management/Effective Decision Making. 1 Hour.
This course presents the concepts of time management as they relate to effective decision making.

BUSI 2107. Written Communication for Leaders. 1 Hour.
This course provides students with the skills necessary for business writing in a professional environment.

BUSI 2108. Verbal Communication for Leaders. 1 Hour.
This course provides students with the skills necessary for public speaking in a professional environment.

BUSI 2109. Strengths Based Leadership. 1 Hour.
The ground breaking research of Donald Clifton on the leadership and management of employees via a "strengths based" model will serve as a foundation to explore how to lead people through their strengths. Topics include: a historical perspective of the most widely accepted model of the management; the research base for Clifton's "strengths based leadership" and an overview of a "strengths based thinking" model.

BUSI 2301. Business Law. 3 Hours.
The purpose of this course is to expose the student to a broad range of legal concepts encountered in business environments, including torts, contracts real and personal property, sales transactions, commercial paper, negotiable instruments, agency, employer-employee relationships, business entities, insurance, landlord-tenant relationships, wills, trusts and inheritances. This course integrates the principles of Experiential Learning and meets the criteria for a project-based course.

Business Computer Info System (BCIS)
BCIS 1305. Business Computer Applications. 3 Hours.
This course affords students hands-on experience utilizing Microsoft Office to address business concerns. Specifically, Word, Excel, Access, and Power Point applications are addressed through instruction, lab assignments, and presentations. This course should be taken during the first year of enrollment.

CS (CS)

CS 305. Data Structures. 3 Hours.
This course emphasizes the organization of information; the implementation of common data structures such as lists, stacks, queues, trees, and graphs; and techniques of data abstraction, including encapsulation and inheritance. Instructors administer mini-labs and programming assignments. Assignments will focus on the design, implementation, testing, and evaluation of various data structures. Prerequisite: CS 332.

CS 310. Analysis of Algorithms. 3 Hours.
This course introduces basic elements of the design and analysis of computer algorithms. Topics include methods of algorithms description, proving of their correctness, asymptotic notations and analysis, recursion, divide and conquer, and examples of the efficient algorithms design in signal processing. For each topic, besides in-depth coverage, students will discuss one or more representative problems and their algorithms. In addition to the design and analysis of algorithms, students must gain substantial discrete mathematics problem-solving skills essential for computer engineers. Prerequisite: COSC 1321 or MATH 2305.

CS 316. Web Design and Programming I. 3 Hours.
The course provides the student with an understanding of web page creation using HTML5, CSS, JavaScript, and Ajax. Students will learn how to create hyperlinks, headings, lists, tables, formatting, and images using HTML5 and CSS. Students also learn how to validate form, control cookies, make special effects using JavaScript, and apply Ajax technology to create user interaction. Prerequisite: COSC 1315.

CS 332. C++ Programming. 4 Hours.
This course introduces students to C++ programming language, a dominant language in the industry today. Students will be taught the fundamentals of programming. These concepts are applicable to programming in any language. Topics covered include basic principles of programming using C++, algorithmic and procedural problem solving, program design and development, basic data types, control structures, functions, arrays, pointers, and introduction to classes for programmer-defined data types. Frequent homework and lab assignments will be given during class. Prerequisite: COSC 1315.

CS 352. Java Programming. 3 Hours.
This course teaches the basics of Java programming, the foundations of object-oriented programming, and the process of building a project in a modular fashion. Java programming provides an overview of programming concepts, design, and an introduction to coding using the Java language. This course has a focus on creating working computer programs in Java. It will address fundamental concepts of analysis, design, and testing and code development. These include flowcharts, Boolean logic, control flow, data types and structures, variable arrays, functions, and pointers. This course will prepare students for focused studies in any programming language. The student will also learn how to enter, compile, link, and run a computer program using the Java language in a Windows or equivalent environment. Instructors will introduce structured programming through techniques for solving business, engineering and scientific problems. Laboratory exercises will provide practice in writing programs and will reinforce basic programming concepts, logic flow, and structured design. Prerequisite: CS 332.

CS 353. Advanced Object-Oriented Programming. 3 Hours.
This course provides an overview of advanced object-oriented programming concepts, design and to coding using the C++ language. It has a focus on creating working computer programs in Visual C++. It addresses advanced concepts of analysis, design, testing, and code development. These include but are not limited to flowcharts, Boolean logic, control flow, data types and structures, Inheritance, Polymorphism Templates, Exceptions and Operator Overloading Strings, Streams, Files and advanced Data Structures topics. This course prepares students for focused studies in gaming or other advanced programming arenas. The student learns how to enter, compile, link, and run a computer program using the C++ language in a Windows, Linux, or equivalent environment. Structured programming will be introduced through techniques designed to solve mathematical, scientific, and engineering problems. Laboratory exercises provide practice in writing programs and reinforce advanced programming concepts, logic flow, and structured design. Prerequisites: CS 332.

CS 360. Artificial Intelligence. 3 Hours.
This course will introduce the basic principles of artificial intelligence (AI) and its applications. The class will begin by discussing ways to represent knowledge about the world through logic and how to reason logically with that knowledge. The students will learn general principles of rule-based expert systems. Instructors will introduce and analyze techniques, which allow reasoning under uncertainty. Students will consider Bayesian networks and other probabilistic reasoning models. Students will observe basic principles of the learning theory and consider real world applications of AI, such as expert-based systems and natural-language representation. Prerequisite: COSC 1315.
CS 361. Database Systems and Design. 3 Hours.
This course provides the basic concepts of management of database systems. The course emphasizes understanding the various database management functions and providing database support for the organization. Topics include types of database models, database design, entity-relationship diagrams, normalization, database-management systems, administration of database security, error recovery, concurrency control, and distributed-database systems. This course focuses on the design of a database starting from the conceptual design to the implementation of a database schema and user interfaces to the database. The course is heavily design oriented. In most of the projects, students have to design and implement a database using a commercial database management system and associated development tools. Students will learn the database query language SQL and the development of applications using PL/SQL. Students use Oracle 10g (SQL, PL/SQL) and SQL Server 2005 database software in this course. Laboratory exercises provide practice in writing programs and reinforce concepts.

CS 363. Neural Networks and Machine Learning. 3 Hours.
This course provides the basic concepts of neural networks and machine learning including but not limited to biological foundations of neuronal morphology, machine learning concept and its fundamentals, basics of neural information processing, artificial neuron and its activation functions, multilayer feed forward neural networks and back propagation learning, Hopfield neural networks and associative memories, neuro-fuzzy and kernel-based networks, and support vector machines. Laboratory exercises provide experience with design and utilization neural and other machine-learning algorithms using MATLAB and solving real-world classification, prediction, and pattern recognition problems. This will help students to accomplish specified challenges as they build problem-solving skills. Prerequisite: COSC 1315.

CS 367. Software Engineering. 3 Hours.
This course will offer a wide perspective on software design, stages of software development, design of software documentation, and development including requirements analysis, technical design, estimating, programming style, testing and quality, management, and maintenance. A part of the course is a software project, which students shall design. Prerequisite: CS 332.

CS 370. Programming Language Design. 3 Hours.
This course explores the design of high-level languages, criteria for language selection, specification techniques for syntax and semantics, trends in high-level language design, and introduction to programming in LISP. Prerequisite: CS 332.

CS 380. Automata Theory. 3 Hours.
This course is a study of the basic types of abstract languages and their acceptors, the Chomsky hierarchy, solvability and recursive function theory, and application of theoretical results to practical problems. Prerequisite: COSC 1321.

CS 390. Ethics in Technology. 3 Hours.
This course examines ethical issues and moral problems that engineers, computer scientists, and information technology professionals face. This course covers issues such as moral and ethical relevance, professional responsibilities, privacy, intellectual property, risks, and liabilities. Students review case studies of ethical conflicts in work environment and resolve theoretical situations through the application of ethical codes.

CS 410. Operating Systems. 3 Hours.
This course covers the principles and concepts that govern the design of modern computer operating systems. This course covers managing computing resources such as the memory, the processor, and the Input/Output devices. The course also covers algorithms for CPU scheduling, memory and general resource allocation, process coordination and management, and case studies of several operating systems. Operating systems also manage the authentication, accounting, and authorization aspects in a multi-user system. Students will explore issues and limitations imposed on a computing environment by the choice of different operating systems. Prerequisite: CS 332.

CS 420. Computer Networks. 3 Hours.
Students learn the basic computer networking concepts including ISO/OSI and TCP/IP reference model for networking protocols. The topic covers network architectures, communication protocols, physical media, error control, data link control, medium access control, local area networks, network layer, congestion control, and introduction to virtual circuit and datagram network. The course will also include the case studies and lab assignments for existing networks and network architecture. Prerequisite: CS 332.

CS 430. Mobile App Development. 3 Hours.
The course provides the student with a strong foundation in Java programming and the confidence to build successful mobile applications. Students will learn how to use the basic functionalities including user input, variables, operations, decision-making controls, lists, arrays, and Web Browsers. Students also learn how to implement audio, display pictures, and create animation and graphics in Android apps. Prerequisite: CS 352 or CS 353.

CS 465. Computer Security. 3 Hours.
This course will provide a broad introduction to host-based and Internet-based computer security. Topics covered include an introduction to cryptography, authentication protocols, access control, database security, intrusion detection, malicious software such as worms and virus propagation, and techniques to secure the Internet such as firewalls, intrusion detection systems, and Web and IP security. Prerequisite: CS 332.

CS 467. Image Processing and Computer Vision. 3 Hours.
This course provides the basic concepts of image processing and computer vision including but not limited to image sensing and acquisition, visual perception, image enhancement (mostly spatial domain image enhancement, but some essential elements of the frequency domain enhancement will be considered), image filtering in spatial and frequency domain, edge detection and image segmentation, elements of morphological image processing, elements of image restoration, image understanding and recognition, elements of color image processing. Laboratory exercises provide experience with design and utilization image processing algorithms using MATLAB and solving real-world problems in medical and satellite image processing, in old images restoration and in digital photography. Students will program different algorithms and use their programs for processing real images. This will help students to accomplish specified challenges as they build problem-solving skills. Prerequisite: COSC 1315.
CS 485. Capstone in CS. 4 Hours.
The aim of the capstone project in the senior year of Computer Science majors is to familiarize them with the process of solving real-world computational problems as practiced in industry. This course requires students to develop a project based on the knowledge and skills acquired in earlier coursework and integrate their technical knowledge through practical design effort. The work can be performed as a team work or can be performed as an individual project design.

CS 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

CS 490. CS Senior Design I. 3 Hours.
This course is taken by seniors as the first part of the senior design experience in the semester before CS 491. Projects may involve the design of an algorithm, or a software and/or hardware system and topics covered may include the design process, project planning and management, and project costs, and includes aspects of ethics in computer science design, safety, environmental considerations, economic constraints, liability, manufacturing, and marketing. Projects are carried out using a team-based approach and selection and analysis of a design project to be continued in CS 491 is carried out. Written progress reports, a proposal, a final report, and oral presentations are required. Prerequisite: CS 310, CS 353, CS 367, and CS 410 or by instructor consent; open only to Computer Science majors. Prerequisite or Corequisite: CS 370.

CS 491. CS Senior Design II. 3 Hours.
Projects involving the design of a device, circuit system, process, or algorithm that have started in the previous semester will be completed. Team solution to an computer science design problem as formulated and initiated in CS 490 will continue to take place. Written progress reports, a final report, design manuals, and oral presentations are required. Prerequisite: CS 490; open only to Computer Science majors.

CS 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary. Prerequisite: Instructor permission.

CS 499. Independent Research. 1-6 Hours.
Independent research in Computer Science conducted by a student under the guidance of a faculty member of his or her choice. The student is required to maintain a research journal and submit a project report by the end of the semester and potentially make an oral presentation on the project. SCH and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: Consent of instructor.

CS 599. Independent Research. 1-6 Hours.
Independent research in Computer Science conducted by a student under the guidance of a faculty member of his or her choice. Credits and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: Consent of instructor.

Chemistry (CHEM)

CHEM 1111. General Chemistry I (Lab). 1 Hour.
This course introduces students to basic laboratory experiments supporting theoretical principles presented in CHEM 1311. The course introduces the scientific method, experimental design, data collection and analysis, and preparation of laboratory reports. Corequisite: CHEM 1311.

CHEM 1112. General Chemistry II (Lab). 1 Hour.
This course introduces students to basic laboratory experiments supporting theoretical principles presented in CHEM 1312. Students will be introduced to the use of the scientific method in experimental design, chemical instrumentation, data collection and analysis, and preparation of laboratory reports. Prerequisite: CHEM 1111. Corequisite: CHEM 1312.

CHEM 1117. General Chemistry for Engineering Students Lab. 1 Hour.
This course introduces students to basic laboratory experiments supporting theoretical principles presented in CHEM 1307. The course introduces to the scientific method, experimental design, data collection and analysis, and preparation of laboratory reports. Corequisite: CHEM 1111.

CHEM 1305. Introductory Chemistry. 3 Hours.
This course surveys basics of a wide range of Chemistry concepts. Topics include fundamental properties of matter, atomic structure, chemical bonding, molecular structure, solutions, chemical reactions, properties of gases, chemical equilibrium, acid-based concepts, kinetics, electrochemistry, nuclear chemistry, and an introduction to organic and biomolecules. It is a course designed for non-science, pre-nursing, and allied health students. This course is intended to provide students with a background in chemistry so that other courses such as, pharmacology and food & nutrition, can be appreciated on a molecular level. Familiarity with algebra is needed to solve problems in the course.

CHEM 1307. General Chemistry for Engineering Students. 3 Hours.
This course provides engineering students with a background in important concepts and principles of chemistry. The course emphasizes those areas engineers consider most relevant in an engineering context and examines practical applications in engineering and technology. Prerequisite: MATH 1314 or MATH 2412. Corequisite: CHEM 1117.

CHEM 1311. General Chemistry I. 3 Hours.
This course covers the fundamental principles of chemistry. This course is the first of two general chemistry courses offered sequentially for majors in biological, health, and physical sciences. Topics include measurements, fundamental properties of matter, states of matter, chemical reactions, chemical stoichiometry, periodicity of elemental properties, atomic structure, chemical bonding, molecular structure, solutions, properties of gases, and an introduction to thermodynamics and descriptive chemistry. Prerequisite: MATH 1314 or MATH 2412. Corequisite: CHEM 1111.
CHEM 1312. General Chemistry II. 3 Hours.
This course is the second course of the general chemistry sequence. Topics include chemical equilibrium, phase diagrams and specrometry, acid-base concepts, thermodynamics, kinetics, electrochemistry, nuclear chemistry, and an introduction to organic chemistry and descriptive organic chemistry. Prerequisite: CHEM 1111 and CHEM 1311. Corequisite: CHEM 1112.

CHEM 2423. Organic Chemistry I. 4 Hours.
This course is the first of a comprehensive and somewhat rigorous survey of organic chemistry emphasizing nomenclature, structure, properties, synthesis, and reaction mechanisms of carbon compounds. Prerequisite: CHEM 1312 with a grade of C or better.

CHEM 2425. Organic Chemistry II. 4 Hours.
This course is the second semester of Organic Chemistry sequence emphasizing the classes of aliphatic and aromatic compounds that contain oxygen and nitrogen. Prerequisite: CHEM 2423.

CHEM 289. Independent Study. 1-4 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

CHEM 321. Inorganic Chemistry. 4 Hours.
This course focuses on descriptive inorganic chemistry. It covers bonding theories, redox chemistry, properties of main group and transition metals, ligand field theory, molecular magnetism, and electronic spectra in transition metal complexes. Prerequisites: CHEM 1111, CHEM 1112, CHEM 1311, and CHEM 1312.

CHEM 340. Quantitative Chemical and Instrumental Analysis. 4 Hours.
This course covers fundamental theory and techniques in traditional chemical analysis. Topics include sampling and separation methods, measurements, statistics, equilibrium and pH studies, gravimetric and combustion analysis, electrochemical techniques, and introduction to instrumentation. Biology minors in Environmental Science require this course. Prerequisite: CHEM 1312 with a grade of C or better.

CHEM 351. Physical Chemistry I. 4 Hours.
This course is an introduction to quantum mechanics, solvable model problems, chemical kinetics, rigorous treatments of the first, second, and third laws of thermodynamics, as well as applications to gases (both ideal and real), liquids, solutions, and phase equilibria. Prerequisite: MATH 2413, PHYS 2325, and PHYS 2326.

CHEM 352. Physical Chemistry II. 4 Hours.
This course covers the following: quantum mechanics of many electron systems and approximate methods; chemical bonding and the electronic structure of molecules; rotational, vibrational, and electronic spectroscopy; statistical thermodynamics; and electrochemistry. Prerequisite: CHEM 351.

CHEM 405. Environmental Chemistry. 3 Hours.
This course is an application of chemical principles to the study of the environment. It includes natural processes and pollution problems related to air, water, and soil. Biology minors in Environmental Science require this course. Prerequisite: CHEM 1311 and CHEM 1312 with a grade of C or better.

CHEM 410. Biochemistry I. 4 Hours.
Biochemistry I is the first semester of a one-year course. The first semester covers the structures and functions of amino acids, proteins, and simple and complex carbohydrates. This course also covers carbohydrate metabolism, including glycolysis, gluconeogenesis and signal cascades in carbohydrate metabolism. The course emphasizes understanding biochemistry from a biological point of view and on providing information on how biochemical events are regulated in living tissues. Prerequisite: CHEM 2423 and CHEM 2425 with a C or better in both courses.

CHEM 411. Biochemistry II. 3 Hours.
Biochemistry II is the second semester of a one-year course. The second semester covers the structures and functions of lipids & cell membranes and nucleic acids. This course also covers metabolisms of biomolecules, including citric acid cycle, oxidative phosphorylation, and the biosynthesis of amino acids, proteins, lipids, DNA and RNA. The course emphasizes understanding biochemistry from a biological point of view and on providing information on how biochemical events are regulated in living tissues. Prerequisite: CHEM 410.

CHEM 421. Advanced Inorganic Chemistry. 3 Hours.
This course involves an in-depth study of chemical bonds, comparison of valence bond and molecular bond theories, coordination compounds, and inorganic nomenclature. Prerequisite: CHEM 321 and CHEM 352.

CHEM 440. Instrumental Analysis. 4 Hours.
This course focuses on the theory and application of instrumental methods, such as high performance liquid chromatography (HPLC), gas chromatography (GC), infrared (IR) spectroscopy, nuclear magnetic resonance (NMR) spectroscopy, atomic absorption (AA) spectroscopy, and mass spectroscopy (MS). Prerequisite: CHEM 340.

CHEM 479. Capstone in Chemistry. 3 Hours.
This course provides instruction on topics and concepts in major area (i.e. physical, inorganic, organic, analytical, and biological) of chemistry. Prerequisite: Permission of instructor.

CHEM 489. Individual Study. 1-4 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

CHEM 497. Special Topics in Chemistry. 1-4 Hours.
This course provides instruction on special topics in an identified area of chemistry. Students may repeat the course for credit when topics vary. Prerequisite: Permission of instructor.
CHEM 499. Independent Research. 1-6 Hours.
Independent research in Chemistry conducted by a student under the guidance of a faculty member of his or her choice. The student is required to maintain a research journal and submit a project report by the end of the semester and potentially make an oral presentation on the project. SCH and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: Consent of instructor.

CHEM 520. Biochemistry I. 4 Hours.
Biochemistry I is the first semester of a one-year course. The first semester covers the structures and functions of amino acids, proteins, and simple and complex carbohydrates. This course also covers carbohydrate metabolism, including glycolysis, gluconeogenesis and signal cascades in carbohydrate metabolism. The course emphasizes understanding biochemistry from a biological point of view and on providing information on how biochemical events are regulated in living tissues.

CHEM 521. Biochemistry II. 3 Hours.
Biochemistry II is the second semester of a one-year course. The second semester covers the structures and functions of lipids & cell membranes and nucleic acids. This course also covers metabolisms of biomolecules, including citric acid cycle, oxidative phosphorylation, and the biosynthesis of amino acids, proteins, lipids, DNA and RNA. The course emphasizes understanding biochemistry from a biological point of view and on providing information on how biochemical events are regulated in living tissues. Prerequisite: CHEM 520.

CHEM 589. Independent Study. 1-4 Hours.
Individual instruction. May be repeated when topics vary.

CHEM 599. Independent Research. 1-6 Hours.
Independent research in Chemistry conducted by a student under the guidance of a faculty member of his or her choice. Credits and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: Consent of instructor.

Communication (COMM)

COMM 1307. Introduction to Mass Communication. 3 Hours.
This course surveys the basic content and structural themes of mass media and their functions and influences on society.

COMM 1311. Introduction to Communication Studies. 3 Hours.
An introduction to the basic concepts, principles, theories, and techniques of human communication in a variety of contexts including intrapersonal, interpersonal, small groups, and public, with opportunities for communication skills acquisition and practice.

COMM 1318. Interpersonal Communication. 3 Hours.
Application of communication theory to interpersonal relationship development, maintenance, and termination in relationship contexts including friendships, romantic partners, families, and relationships with co-workers and supervisors.

COMM 2335. Argumentation and Advocacy. 3 Hours.
A study of the principles, theories, and practice of argumentation, advocacy, and debate including analysis, reasoning, organization, evidence, and refutation.

COMM 320. Communication in Organizations. 3 Hours.
The study and practice of effective communication in organizations at the interpersonal, group, and systemic level whether face-to-face or electronically mediated.

COMM 325. Persuasive Communication. 3 Hours.
A study of the principles, theories, and practice of persuasive communication.

COMM 489. Independent Study in Communication. 3 Hours.
Individual instruction. May be repeated when topics vary.

COMM 500. Theories of Communication. 3 Hours.
This course is a detailed exploration of established theoretical traditions in the study of human communication: rhetorical studies, semiotics, systems theory, as well as socio-cultural, socio-psychological, phenomenological, and critical approaches.

COMM 501. Communication Research Methods. 3 Hours.
This is a course designed to investigate many of the methodological designs used by communication scholars including both quantitative and qualitative approaches. Experimental and non-experimental designs, data gathering procedures such as questionnaires, physiological and behavioral measures are studied. Qualitative measures including participant observation, focus groups, life histories, textual methodologies and in-depth interviews are examined. Perspectives for the philosophical and theoretical assumptions underlying each methodology are focal issues.

COMM 512. Interpersonal Communication. 3 Hours.
This course is designed to teach students about interpersonal communication, how to apply current theoretical concepts to the analysis of interpersonal interactions, and to become aware of applying theoretical concepts in interpersonal interactions in professional and personal arenas. Prerequisite: COMM 500 or COMM 501.

COMM 520. Organizational Communication. 3 Hours.
This is an examination of the study and practice of effective communication in organizations at the interpersonal, group, and systemic level whether face-to-face or electronically mediated. The course is designed to teach students how to create a comprehensive graduate-level research proposal or organizational communication intervention proposal. Prerequisite: COMM 500 or COMM 501.
COMM 525. Intercultural Communication. 3 Hours.
Exploring the nature of communication within and between cultures, this course serves as an introduction to foundational and contemporary concepts, practices, and processes of intercultural communication, methods of critical intercultural analysis, and the scholarly field of intercultural communication. The course will challenge students to think about their own cultural assumptions and examine the ways in which these assumptions differ from those held by people in other cultures. The class will engage these topics through multiple and diverse readings, class discussions, reflective writing assignments, and in-and after-class research activities. Prerequisite: COMM 500 or COMM 501.

COMM 530. Instructional Communication. 3 Hours.
Examination of the study and practice of effective instructional communication in classroom and training settings at the interpersonal, group, and systemic level whether face-to-face or electronically mediated. Prerequisite: COMM 500 with a grade of "C" or better, or COMM 501 with a grade of "C" or better.

COMM 535. Strategic Communication. 3 Hours.
This class focuses on public relations management functions in organizations. Students examine public relations contexts and case studies that exemplify how organizations apply strategic communication to solve public relations problems. The course stresses basic steps necessary in resolving a public relations problem or handling a public relations crisis. Prerequisite: COMM 500 or COMM 501.

COMM 540. Conflict Management. 3 Hours.
This course is designed to teach students about conflict management styles in organizations, interpersonal compliance-gaining strategies, and how to apply current theoretical concepts to conflict management situations such as mediation and negotiation. Prerequisite: COMM 500 or COMM 501.

COMM 545. Computer-Mediated Communication. 3 Hours.
This class focuses on the concepts, theories, and practices of interpersonal, group, and public communication mediated by networked electronic devices including social media applications. Prerequisite: COMM 500 with a grade of "C" or better, or COMM 501 with a grade of "C" or better.

COMM 550. Emerging Media Theory. 3 Hours.
This course focuses on contemporary New Media theory. Topics may range from video game theory, videographic criticism, media coverage, and design.

COMM 555. Media and Cultural Criticism. 3 Hours.
This course focuses on the intersection between media and cultural criticism. Topics may include gender, race, ideology, and formalism.

COMM 560. Legal and Ethical Issues in Emerging Media. 3 Hours.
This course is a detailed exploration of communication law and ethics with respect to electronically mediated communication in general and emerging social and digital media in particular. Prerequisite: COMM 500 or COMM 501.

COMM 565. Digital Applications in Emerging Media. 3 Hours.
This class focuses on the intersection between Emerging Media theory and practice and may focus on such digital tools as SPSS and the software within Adobe Creative Suite. Prerequisite: COMM 500.

COMM 570. Emerging Media Production. 3 Hours.
This course focuses on the intersection between Emerging Media theory and production and may focus on such digital tools as the software within Adobe Creative Suite. Prerequisite: COMM 550.

COMM 597. Special Topics in Communication. 3 Hours.
This three hour course offered by the Communication program is open to all graduate students. The course is designed to teach students about organizational communication and how to create a comprehensive graduate-level research proposal or organizational communication intervention proposal.

**Computer Science (COSC)**

COSC 1315. Introduction to Computer Science. 3 Hours.
This course teaches the basics of MATLAB programming. The students will learn how to write MATLAB programs for electrical and computer science applications that include calculations and graphing. The course will also emphasize the documentation of programs. The course will cover concepts that will include arrays and array operations, programming techniques, plotting, and linear algebraic equations with MATLAB. It will provide an overview of MATLAB programming concepts, design, and an introduction to coding. It will focus on creating working computer programs in MATLAB. Laboratory exercises provide practice in writing programs and reinforce concepts.

COSC 1321. Discrete Structures. 3 Hours.
This course covers mathematical mechanisms, which are widely used in the computer modeling and simulations. A discrete nature of a digital computer requires considering discrete rather than continuous models. Since to solve any problem using a computer, a proper model must be developed first, discrete structures and corresponding mathematical tools are very important. Thus the following topics are considered in this course: propositional logic and its role in algorithm design and computer programming, sets and operations on sets, relations and functions, mathematical induction, modular arithmetic and its applications, particularly in encryption, graphs, tress, binary search trees, and Boolean functions.

COSC 2318. Engineering Mathematics. 3 Hours.
This course provides the basic concepts of engineering mathematics including, but not limited to, the review of college algebra, elements of linear algebra, probability and statistics, and differential equations. Prerequisite: COSC 1321.
This course surveys the major theories of counseling and psychotherapy with emphasis on the application of these theories to counseling situations.

This course introduces students to the scope and purposes of the counseling profession. Standards of preparation, codes of ethics, professional organizations, and licensure and certification requirements will be studied. The importance of the essential characteristics of effective therapists will be examined. Prerequisite: Admitted into the Educator Preparation Program or by instructor permission.

This course combines the use of current career information and career development theories in career counseling. It provides an overview of evaluating educational, occupational, and personal social information for career development. The course will cover the nature of work, the dynamics of vocational choice and development, psychological and sociological factors in job selection, manpower trends, occupational surveys, job analysis, and recent publications dealing with these topics. The course may be taken concurrently with COUN 525 for Elementary School emphasis.

Supervised experience in individual counseling will be provided in a laboratory setting. Demonstration of professional standards, counseling skills, and personal characteristics appropriate to the counseling relationship is expected. This course must be taken within the first 12 hours of the program. Prerequisite: Admitted into the Educator Preparation Program or by instructor permission.

This course integrates theory and practice related to the use of standardized aptitude, achievement, and interest tests. The utilization of appraisal data for educational and vocational advising, placement, and follow up will be covered. Experience will be gained in the administration and interpretation of selected aptitude, achievement, and interest assessments.

This course focuses on the multicultural issues that may arise within the context of counseling clients. The course is designed to raise students' awareness of their own values and their clients' values, how these values may differ in the areas of race, gender, sexual orientation, religion, and socioeconomic class, and how these differences may impact the therapeutic relationship.

This course provides an overview of school and vocational counseling programs. An in-depth study of the functions of school counselors will be provided, which includes counseling, consulting, coordinating, and assessment services. Students will learn how to develop a comprehensive school counseling program, working with and serving students, teachers, staff, and administration.

This course provides experience in applying counseling skills and techniques under supervision in placement settings. Instructors grade this course on a (S) satisfactory or (U) unsatisfactory basis. NOTE: Students who are working a full-time job are only allowed to register for one other course when taking Practicum. Prerequisite for School Counselor Option: COUN 510, COUN 511, COUN 516, COUN 528, PSY 575, and PSY 543 all with a grade of B or better. Prerequisite for Clinical Mental Health Counseling Option: COUN 510, COUN 511, COUN 516, COUN 528, PSY 503, PSY 543, and PSY 575 all with a grade of B or better. Students may take COUN 512, PSY 560, COUN 585, and COUN 541 concurrently with Practicum and must have prior approval of Practicum/Internship Coordinator prior to enrolling.

This course entails advanced field experience in applying counseling skills and techniques under supervision in placement settings. Instructors grade this course on a (S) satisfactory or (U) unsatisfactory basis. NOTE: Students who are working a full-time job are only allowed to register for one other course when taking Internship. Prerequisite: COUN 512 with a grade of B or better and a satisfactory grade in COUN 525. Students must have prior permission of Practicum/Internship Coordinator in order to enroll in the course. Students are required to take 6 SCH of internship within a time period of two semesters and may not take more than 3 SCH of internship each semester.

This course examines the dynamics of group process and practice with emphasis on theory and techniques of group leadership. A research paper on theory, procedure, or issues in group counseling is required. Prerequisite: COUN 511 and COUN 516 with grades of B or better, plus permission of the instructor.

This course is an in-depth study in counseling individuals who are coping with significant losses, dying, and death. Counseling theories and approaches, which assist people through the grief process, will be highlighted. Prerequisite: COUN 516.

This course is a didactic and experiential course that prepares students to work with the special needs of children and adolescents. This course will focus on developmental needs, specific therapeutic interventions, and common emotional issues of children and adolescents. Group and individual counseling techniques will be practiced, and treatment options will be covered. Prerequisite: COUN 516.

This course provides an introduction to working with populations who have experienced trauma. The focus of the course is to assist counselors in training to become familiar with the symptoms, evaluation, and treatment processes associated with trauma. The course requires basic knowledge of crisis intervention, assessment, and counseling skills.
COUN 538. Advanced Counseling. 3 Hours.
This course is based on the skills necessary to work within the field of counseling. The focus of the course is to expand on current theories and methods of advanced therapy techniques required in the mental health professions. The course extends specific counseling skills and explores specific specialties within the field of counseling. Prerequisite: COUN 510.

COUN 540. Introduction to Play Therapy. 3 Hours.
This course is designed to (1) assist those who work with children in understanding the fundamental tenets of play therapy, (2) help participants develop an effective philosophy of and approach to play therapy, (3) increase participants’ understanding of the inner world and behavior of children, (4) help students connect with children on a feeling level, (5) promote self-awareness and self-understanding, (6) increase participants’ understanding of child development, particularly with children ages three to nine, (7) enhance participants’ sensitivity to and acceptance of others, and (8) equip students with beginning level play therapy skills. Prerequisite: COUN 516.

COUN 541. Counseling the Substance Abuser: Prevention, Intervention and Treatment. 3 Hours.
This course is based on the fundamental assumption that substance abusers and their families are a heterogeneous group and must be treated from an individualized perspective. Clients dealing with substance abuse issues vary in their behavior patterns, the physical effects of drugs on them, and the life consequences of their drinking or other drug use, their personality, their social environment, gender, culture, and other life-span variables. Counseling strategies need to fit the goals and needs of the individual client. The counselor must develop the skills needed to work either as a substance abuse specialist or as a generalist who must sometimes address substance abuse problems/issues. Each student will be able to describe the history and scope of drug use in the United States, developmental correlates, and cultural differences affecting drug and substance abuse. Students will be able to document their understanding of drugs and addictions, recovery, and social problems with citations from current research.

COUN 542. Assessment and Treatment of Addictive Disorders. 3 Hours.
This is an advanced course in addictions treatment with emphasis on the practical application of knowledge of addictions to help develop skills and attitudes expected of addiction professionals. Emphasis will be placed on the core functions of addiction counselors and the competencies modes of addiction. Prerequisite: COUN 541.

COUN 543. Core Functions and Competencies of Addiction Counseling. 3 Hours.
This is an advanced course in addictions treatment with emphasis on the practical application of knowledge of addictions to help develop skills and attitudes expected of addiction professionals. Emphasis will be placed on the core functions of addiction counselors and the competencies model of addiction. Prerequisite: COUN 541 and COUN 542.

COUN 585. Crisis Intervention: Theory and Practice. 3 Hours.
This course is an overview of crisis intervention. Major theoretical models of situational crises are examined and operationalized across a variety of service delivery systems. Students will develop conceptual competency necessary for professionals engaged in crisis interventions. Special emphasis is given to contemporary research in suicidology, disaster psychology, and crisis management for public schools. Topics of discussion include emergency situations such as natural disasters, terrorism, school violence, abuse, and crisis interventions with diverse populations. Prerequisite: COUN 516.

COUN 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

COUN 597. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

Criminal Justice (CJ)

CJ 1301. Introduction to Criminal Justice. 3 Hours.
This course is a survey of U.S. law enforcement, courts, and corrections at the federal, state, and local level. The course includes research, analysis, and writing tasks appropriate to freshman level development as well as explorations of criminal justice education and career options.

CJ 310. The Juvenile Justice System. 3 Hours.
This course covers the history and development of traditional and current methods for responding to the needs of the juvenile offender, juvenile practices and procedures, juvenile law, and the role of the police and other involved agencies.

CJ 311. Drugs, Crime and the Law. 3 Hours.
This is a survey of the historical, social, and political discourse on the relationship between drugs, people, and policy in the U.S. focusing on the criminalization of certain substances. It includes historical patterns of drug abuse in the U.S., drug laws, contemporary drug use, the connection of drug use to crime and violence, and the "War on Drugs".

CJ 312. Guns and Violence in American Society. 3 Hours.
This course explores philosophical, Constitutional, and empirical questions and claims about firearms and their place and effects in U.S. Society. Special attention is given to debate over the Second Amendment and competing hypotheses about the relationship of guns to violence.
CJ 315. Law and Society. 3 Hours.
This course is an examination of the nature, functions, and limitations of law as an instrument of social control. Emphasis is placed on developing an understanding of the situational and systemic demands within which actors in the legal system operate and perform their roles and in developing a perspective which views law as a practical resource and as a mechanism for handling the widest range of unspecified social issues, problems, and conflicts. This course is cross listed with SOC 315.

CJ 320. Deviance and Deviant Behavior. 3 Hours.
This course is an introduction to the general phenomena of social deviance with primary emphasis given to non-criminal deviance and victimless crimes, including mental disorders, drug use, prostitution, sexual deviance, and pornography. The course is cross listed with SOC 320. Prerequisite: SOCI 1301.

CJ 325. Crime and Delinquency. 3 Hours.
This course provides a study of the meaning, nature, and extent of crime and delinquency, including analysis and evaluation of preventive and treatment methods. Emphasis will be on theories of crime and delinquency causation. Cross listed with SOC 325. Prerequisite: SOCI 1301.

CJ 330. Institutional Corrections, Theory, and Practice. 3 Hours.
This course provides examinations of the historical development of corrections, including concepts of punishment and rehabilitation, with emphasis on institutional corrections from conviction to release. Cross listed with SOC 330.

CJ 340. Criminal Law and Procedure. 3 Hours.
This course covers the history and philosophy of modern substantive criminal law with an emphasis on the Texas Penal Code. The course provides definitions and elements of principle crimes, criminal liability, and defenses to criminal penalties.

CJ 350. Types of Crime. 3 Hours.
This course provides a detailed analysis of four major categories of crime: white collar, street crime, organized and consensual crime, and violent crime.

CJ 351. Crime Prevention. 3 Hours.
An exploration of approaches to preventing future crime based on the locus of treatment such as known criminals, physical spaces, and at risk populations. Includes theoretical and practical applications to include evaluations of prevention program effects.

CJ 355. Victimology. 3 Hours.
Students will learn about the history of victimology theories explaining victimization, victims rights and remedies, and will cover specific crimes and how they affect crime victims.

CJ 360. Probation, Parole, and Community Corrections. 3 Hours.
This course provides a survey and analysis of probation and parole as well as other community reintegration efforts such as boot camps, halfway houses, restitution centers, electronic monitoring, and other community-centered programs.

CJ 380. Ethnic and Cultural Diversity in America. 3 Hours.
This course reviews the originalities and experiences of the various national, ethnic, cultural, religious, and social groups that make up what is known today as the United States of America. Attention is also paid to how such originalities and/or experiences impact or influence contemporary realities for each group. Cross listed with SOC 380.

CJ 390. Criminal Investigations. 3 Hours.
This course examines the criminal investigation process. It also includes investigative techniques based on type of crime, with evolving issues regarding rules of evidence and constitutional issues.

CJ 400. Internship. 3-9 Hours.
This course offers supervised experience in a criminal justice agency. The course offers participant observation and hands-on experience that provides the opportunity to integrate theory and practice (3-9 SCH). Only 3 SCH apply to the major. To receive 9, SCH the student must work full-time 3 months during either the summer or a long semester. A student may earn a maximum of 9 SCH for an internship, with only 3 SCH counted for the major. Prerequisite: Senior standing.

CJ 420. Administration of Criminal Justice Agencies. 3 Hours.
This course provides an analysis of modern administration theory and management principles and their application to the unique operating problems of criminal justice organizations.

CJ 421. American Law Enforcement Studies. 3 Hours.
This course focuses on historical developments and problematic issues in law enforcement. In addition to long-term intransient issues, it examines contemporary issues based on recent and ongoing events. Cross listed with CJ 521.

CJ 430. Constitutional Issues: Rights of Accused and Convicted Offenders. 3 Hours.
This course offers an examination of state and federal constitutional rights and guarantees for the offender; rights and privileges of incarcerated offenders; and constitutional rights of juveniles.

CJ 440. The Death Penalty. 3 Hours.
This class is a study and critical appraisal of capital punishment. Students will learn about the historical imposition of the death penalty, the legal history in the U.S., the emotional consequences to victims' family, offenders' family, offenders, staff, and others in the criminal justice system, as well as the application process of capital punishment.
CJ 454. Research Techniques in Criminal Justice. 3 Hours.
This course provides an introduction to research methods and computer applications in criminal justice. This course covers word processing, electronic spreadsheets, and an introduction to major criminal justice databases.

CJ 460. Civil Disruption, Terrorism, and Mass Violence. 3 Hours.
This course provides an examination of historic and current trends in civil disruption from a domestic and an international perspective and from civil disobedience to more violent means of dissent or revolt.

CJ 470. Police and Community Relations. 3 Hours.
This course provides an examination of the interface between the police and the community they serve. Topics under consideration include civilian review boards, deadly force, police corruption, community-oriented policing, the police and other community agencies that serve the public, and crime prevention methods versus traditional policing that responds after a crime is committed.

CJ 472. Introduction to Forensic Science. 3 Hours.
This course is the study of basic concepts, techniques, practices, and procedures of criminalistics, including the most current technologies in forensic analysis. Criminal investigation of actual cases will be discussed with a minimum of scientific terminology. In addition, the nature of physical evidence will be emphasized, including the use of DNA profiling. Instructors strongly recommend this course for Criminal Justice majors and Pre-Allied Health track students in Biology. Prerequisite: Junior or Senior standing.

CJ 480. Criminological Theories. 3 Hours.
This course describes the role of theory in crime scholarship. It surveys the major schools of thought related to crime causation (sociological, psychological, and biological) and particular theories about crime and delinquency, places these theories in historical context, and reviews some of the primary assumptions of the theories and conclusions reached from criminology research.

CJ 485. Seminar in Criminal Justice. 3 Hours.
This course provides students with a detailed understanding of the various agencies that make up what the government refers to as the criminal justice system in America. Emphasis is placed on how the organization, management, goals and objectives of each agency affect administration of justice.

CJ 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

CJ 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

CJ 510. Criminal Justice Ethics. 3 Hours.
This course is a discussion of classical ethical theories and their consideration in the administration of criminal justice. Specific attention will be paid to the application of these theories and the ethical development of criminal justice officials. Topics of discussion will include current ethical issues and their relationship to meta-ethical frameworks.

CJ 521. Seminar in Policing. 3 Hours.
This seminar will focus on problematic issues in law enforcement. In addition to long-term intransient issues, this course examines contemporary issues based on recent and ongoing events. Cross listed with CJ 421.

CJ 547. Seminar on Corrections. 3 Hours.
This course examines the field of corrections from both historical and contemporary perspectives. Course materials would include a discussion of earlier forms of punishment, evolution of modern prisons, and the concept of community-based corrections.

CJ 570. Seminar in Justice Administration. 3 Hours.
This course identifies and discusses the roles of the key players in the judicial process. Course materials would include a discussion of the prosecutor’s office, selection and use of juries, selection of prosecutors and judges, plea negotiations, courtroom work groups, representation of indigent defendants and other issues pertinent to the interpretation and applications of law.

CJ 589. Independent Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

Drama (DRAM)

DRAM 1310. Introduction to Theatre. 3 Hours.
This course is a general survey of the major fields of dramatic art examined through historical perspective. Emphasis is placed on the various types and styles of scripts, notable playwrights, elementary theory for acting and directing, and basic techniques for costuming, lighting, makeup, and set design. This course is for Drama majors and non-majors, and it satisfies the core-curriculum requirements for three lower-division semester credit hours in visual and performing arts.

DRAM 1351. Acting I. 3 Hours.
This course examines the principles of acting including following stage directions, using stage areas, developing the coordination of voice and body, and practicing improvisation in scenes from plays. Students will gain practical experience with acting by working with college productions.

DRAM 289. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.
DRAM 310. Myths, Mysteries, and Murders. 3 Hours.
This course examines representative works of drama from ancient times through the Renaissance using historical, philosophical, and structural filters to investigate social themes.

DRAM 311. Manners, Modernity, and Masochism. 3 Hours.
This course examines representative works of drama from the Enlightenment through the current era using historical, philosophical, and structural filters to investigate universal social themes.

DRAM 335. Playwriting I. 3 Hours.
This course promotes the development of playwriting skills by examining principles of characterization, dialogue development, and scene structuring.

DRAM 450. Studies in Genre (Drama). 3 Hours.
This course examines representative works of United States musical drama from the nineteenth century to contemporary times using historical, philosophical, and structural filters to investigate universal social themes.

DRAM 489. Independent Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

ECE 401. Early Childhood Education: History and Philosophy. 3 Hours.
This course is a study of the history and philosophies of early childhood ages 3 through 8 years of age. Areas of emphasis will include the movements and impact of past and present early childhood educational trends and projected directions of the future.

ECE 489. Independent Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary. Prerequisite: Requires a student contract approved by the instructor and dean.

ECO 576. Macroeconomic Theory and Policy. 3 Hours.
Analyzes the use of various instruments of monetary and fiscal policy and their effects on employment, prices, economic growth, and the balance of payments. Prerequisite: ECON 2301 or ECO 577.

ECO 577. History of Economic Thought. 3 Hours.
Seminar in the development of economic thought. The purpose is to acquaint the student with economists who have played an important role in the evolution of economic philosophy and theory.

ED 311. Growth and Development for EC to Grade 12 (EL). 3 Hours.
This is an introductory education course which presents theories of children's growth and development along with their relationship to learning and teaching. Cultural, emotional, physical, intellectual, and learning differences are studied for their impact on learning and educational opportunity. Students must be considered in their junior year and will be required to participate in 8 hours of field experience. This course integrates the principles of Experiential Learning and meets the criteria of field work.

This course provides students seeking certification in grades 4-8 and 7-12 skills for designing instruction and assessment that promote a growth mindset and create a positive, productive classroom environment. Students will apply skills and knowledge in lesson and unit planning as well as content pedagogy specific to area of certification. Traditional as well as innovative technologies will be addressed. State of Texas Assessments of Academic Readiness (STAAR) and End of Course Exams (EOC) effective content pedagogy will be emphasized in this course. This course integrates the principles of Experiential Learning and meets the criteria for field work.
ED 331. Classroom and Behavior Management. 3 Hours.
This course presents best practices in classroom and behavior management including management of time, materials, and space. Additionally, the course examines strategies for managing individual and large-group student behaviors, transitions, lab activities, and other arrangements for classrooms in general and special education. Prerequisite: Admitted to the Teacher Preparation Program.

ED 403. Early Childhood Education Curriculum. 3 Hours.
Students will have exposure to program models and curricula appropriate for both early childhood and developmentally delayed children.

ED 410. Clinical Practicum for Initial Certification. 6 Hours.
This course provides clinical experience in the public school setting as part of the alternative teacher certification programs. Clinical candidates participate in 72 complete instructional days in an assigned classroom with a Cooperating Teacher. A university field supervisor in conjunction with the Cooperating Teacher supervises the Clinical Teacher. Clinical Teachers and Cooperating Teachers participate in co-teaching throughout 15 weeks of placement. Course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 6 SCH. Prerequisites: Admission to alternative teacher certification program and completion of program requirements.

ED 434. Classroom Management and Teaching Strategies. 3 Hours.
This course examines teaching strategies such as exposition, demonstration, and inquiry. Also, students will study, observe, and demonstrate an understanding of various classroom management theories. A field experience component is required. Prerequisite: Admission to the Teacher Preparation Program.

ED 435. Secondary Content Pedagogy. 3 Hours.
This course provides students seeking certification in grades 4-8 and 7-12 with pedagogical best-practices. Students will learn lesson planning, assessment, and available resources for their specific content area. Methods for accessing and processing information through traditional as well as new technologies will be addressed. Prerequisite: Admission to the Teacher Preparation Program.

ED 485. ACP Supervised Internship. 3 Hours.
This course provides Teacher Candidates who have accepted a position as a teacher of record in a local public school supervised experiences working under an Intern or Probationary Certificate. Students must successfully complete two semesters of this course for 6 SCH to be recommended for certification. A University field supervisor in conjunction with a mentor teacher supervises the intern. Course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. Prerequisite: Admission to alternative teacher certification program and completion of program requirements.

ED 487. Strategies for EC-6 Educators. 3 Hours.
This course provides students seeking EC-6 certification with a greater understanding of English, Language Arts and Reading (ELAR), Math, Science, Social Studies, Fine Arts, Health and Physical Education content knowledge as outlined by the EC-6 educator competencies.

ED 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary. Prerequisite: Requires a student contract approved by the instructor and dean.

ED 495. Block 1 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.
This course provided clinical experience in the public school setting as part of the field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend six hours per week for 12 weeks in an assigned classroom. A University field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 1 is the first semester of the co-teaching assignment (2 semesters) in which the Teacher Candidate and Cooperating Teacher are considered co-teachers for the class. Course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principles of experiential learning and meets the criterion for internship. Prerequisite: Meet admission requirements to undergraduate field based placement guidelines.

ED 496. Block 2 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours.
This course provided clinical experience in the public school setting as part of field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend 72 complete instructional days in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 2 is the second semester of the co-teaching assignment (2 semesters) in which Teacher Candidate and Cooperating Teacher are co-teachers for the public school class. Course graded on Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principals of experiential learning and meets the criterion for internship. Prerequisite: successful completion of ED 495, continued acceptance in the public school classroom, and completion of program requirements.

ED 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary. Prerequisite: None.
ED 500. Induction for Novice Teachers. 3 Hours.
Prerequisite: Employment in a local public school. This is systematic training and ongoing support for new teachers before the first day of public school and continuing throughout the first semester. Students in the Alternative Certification Program, those in POINTE: Partnering Opportunities Inspiring Novice Teacher Excellence (a Regents Initiative II program), and newly certified teachers are invited to participate to enhance their public school students achievement and for their own career satisfaction. The course will begin with two days in the summer of training for setting up their classrooms and gearing up for the first week of their teaching career. A Needs Assessment will be conducted during these sessions that will determine the topics of the speakers for the monthly seminars.

ED 503. Curriculum and Foundations for Teaching Young Children. 3 Hours.
In this course, students will study research-based program models and curricula appropriate for both early childhood and developmentally delayed children.

ED 506. Classroom Management and Basic Law for Teachers. 3 Hours.
This course presents all aspects of classroom management from organizing classroom space to strategies for dealing with student behavior. Basic Texas education laws will be presented ranging from contracts to the First Amendment in schools. This course will prepare the student to feel confident not only on the first day of school but for the entire year. Prerequisite: Must be admitted into the Alternative Certification Program.

ED 508. Introduction to Teaching. 3 Hours.
This course examines learning theories along with their impact on strategies for effective teaching. Educational measurement and evaluation (STAAR) used by schools will be studied. Prerequisite: Must be admitted into the Alternative Certification Program.

ED 510. Clinical Practicum for Initial Teacher Certification. 6 Hours.
This course provides practical work in the public school setting which includes clinical teaching for the Graduate/Alternative Certification Program (ACP). Clinical teacher participates for 15 weeks in a public school setting. Teaching by the clinical teacher is directed and supervised by an Instructional Leadership Team (ILT). A required orientation and seminars will be offered which address various legal and ethical issues of education as well as current educational topics. This course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 6 SCH. Prerequisite: Candidate must meet eligibility requirements for admission to the Alternative Certification Program and complete "Intent to do Clinical Practicum" by October 1.

ED 520. Education Research Literature and Techniques. 3 Hours.
This course addresses the process and tools to locate, read, understand, and critique education research. The fundamental techniques of planning, conducting, and reporting qualitative and quantitative research will also be considered. Prerequisite: Must be admitted into the Alternative Certification Program.

ED 530. Human Growth and Development for Educators. 3 Hours.
This course examines cognitive, physical, psychological, and social development of humans from conception through adolescence (0-20 years). Theoretical frameworks, critical issues, and current research pertaining to each life-stage are included. Educational implications of domain specific developmental factors are highlighted. Study of the overlay of creativity, resiliency, and focus of control are added psychological variables integrated for further understanding of developmental influences on student success and/or failure in learning and school. Prerequisite: Must be admitted into the Alternative Certification Program.

ED 547. Evaluating Learning. 3 Hours.
This course addresses formative and summative assessments of learning. Related statistical analysis concepts are also studied. Prerequisite: ED 520 and must be admitted into the Alternative Certification Program.

ED 551. Effective Strategies for Student Success. 3 Hours.
This course focuses on effective best-practice teaching and learning strategies aligned to the written and assessed curriculum. Emphasis is placed on the use of research-based instructional strategies in the classroom. Prerequisite: ED 520.

ED 557. Innovative Learner-Centered Strategies for Student Success. 3 Hours.
This course contains the professional body of knowledge necessary for the effective teaching of diverse learners for student success. Course emphasis is centered on understanding theories and strategies that address the needs of a diverse population in the public school systems. Prerequisite: Must be admitted into the Alternative Certification Program.

ED 570. Strategies in Composition. 3 Hours.
This course engages students in research and evaluation of teaching composition, remedial, and creative writing. In addition, each student researches an area of special interest within the field of composition studies, writes a review of this research, and presents a summary of findings in an oral presentation to the class. This course is cross listed with ENG 570. Prerequisite: Instructor permission. Corequisite: ED 571.

ED 571. Improving Students' Writing in the School. 3 Hours.
Students analyze current research in composition and writing across the curriculum, with special emphasis upon the theoretical approach developed by the National Writing Project. Further, after researching an area of special interest, each student applies theoretical principles by developing a unit of instruction and presenting a demonstration. This course is cross listed with ENG 571. Prerequisite: Instructor permission. Corequisite: ED 570.

ED 573. Leadership and Mentoring in Education. 3 Hours.
This course focuses on building leadership through research-based strategies. The role of the professional as consultant, mentor, and coach is discussed. Prerequisite: ED 520.
ED 577. Public School Law for Teachers. 3 Hours.
This course educates current and future teachers to become legally literate. A study of the federal and state legal framework will serve as the foundation for a more in-depth investigation of the impact of, and relationship between, constitutional, statutory, administrative, and judicial (case) law on a teacher's personal and professional life. Prerequisite: None.

ED 578. Global Studies in Education. 3 Hours.
This course addresses the concepts and theoretical approaches of comparative education and investigates relevant global issues through international field experience and cultural immersion. Prerequisite: Course requires travel outside of the United States.

ED 585. Alternative Certification Program Supervised Internship. 3 Hours.
This course provides supervised experiences for interns on Probationary Certificates. A total of six hours, over two semesters, must be earned to be recommended for a Standard Certificate. This course is graded on a Satisfactory (S) or Unsatisfactory (U) basis. Prerequisite: Meets admission requirements to the Alternative Certification Program and obtains Probationary Teaching Certification.

ED 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary. Prerequisite: Requires a student contract approved by the instructor and dean.

ED 590. Curriculum Alignment for School Improvement. 3 Hours.
This course addresses theories and related practices of applied curriculum leadership including topological and deep alignment of the written, taught, and tested curriculum. Students will study research-based curriculum-related elements of high performing schools. Prerequisite: ED 520.

ED 591. Interdisciplinary Curriculum Design. 3 Hours.
This course addresses theories and related practices of applied curriculum leadership including topological and deep alignment of the written, taught, and tested curriculum. Students will study research-based curriculum-related elements of high performing schools across disciplines within a specific context. Prerequisite: Participation in a TISD co-hort.

ED 592. Interdisciplinary Curriculum Delivery. 3 Hours.
This course focuses on effective best-practice teaching and learning strategies aligned to the written and assessed curriculum. Emphasis is placed on the use of research-based instructional strategies in the classroom within a specific context. Prerequisite: Participation in a TISD co-hort.

ED 593. Teaching in a Multicultural Setting. 3 Hours.
This course surveys the historical, psychological, social, and economic factors influencing pupil behavior in the public school setting. Students investigate in-depth cross-cultural studies and teaching strategies relating to subject matter and social-education experiences of major U.S. minority groups.

ED 597. Special Topics. 3 Hours.
This is an organized class designed to probe new curricula designs, instructional strategies, or evaluative techniques. May be repeated when topics vary.

EDUC 1301. Introduction to the Teaching Profession. 3 Hours.
This course introduces the student to teaching as a career choice. This course examines student diversity within American public schools and changes in American society that influence classrooms. Foundations in education and the complexities in the teaching profession will be explored. The field experience component will include 16 hours of structured observations and participation in public schools.

EDUC 2301. Introduction to Special Populations. 3 Hours.
This course introduces the student to the foundations of multicultural education. This course explores education in a changing society as well as historical and theoretical perspectives on multicultural education. It focuses upon diversity in the classroom including culturally and linguistically diverse learners, students who are at-risk for failure, and exceptional learners. The field experience component will include 16 hours of structured observations and participation in the schools to examine multicultural teaching in action. This course applies to EC-12 majors with special populations.

Education Leadership (EDLD)

EDLD 510. Curriculum Studies. 3 Hours.
This course is designed to develop comprehensive understanding of modern curricular trends. The course includes historical data and current research with emphasis on aims, purposes, and outcomes of curricular changes.

EDLD 531. Instructional Leadership. 3 Hours.
This course is designed to provide both the knowledge and skills needed by an instructional leader in the application of a development system that is based upon a culture that is ethical, learner-centered, collaborative, continuously seeking to improve, and facilitates the achievement of high expectations. The goal is to attain and sustain leader behavior that assures quality student performance that enhances the probability of success through the application of a systemic approach that emphasizes the interrelationships that exist between and among the following Instructional Leadership Development components: data-driven decision making, supervision, professional development, organizational management, curriculum-instruction-assessment, evaluation, and community partnerships-communication. Prerequisite: Admitted into the Educator Preparation Program or by instructor permission.
EDLD 540. School Finance and Management. 3 Hours.
This course is designed to focus on the role of the principal in the planning, development and implementation of the financial aspect of a campus including budgeting, purchasing, human resources, and business office management that most effectively and equitably meets the identified instructional needs of the building and specifically supports increased student achievement as specified in the campus improvement plan. The management component of the course will address scheduling, discipline, and facility management.

EDLD 560. Technology for School Improvement. 3 Hours.
This course is designed for graduate students and includes technology for school improvement. Topics include information connecting learning communities, curriculum integration, staff development, sustainment of infrastructure and planning for the future. The class will have opportunities to work directly with programs on campus.

EDLD 567. Supervision of Instruction. 3 Hours.
This course is designed to focus on the role of the principal in promoting improved instruction in the classroom through the evaluation and professional development of faculty. Aspects of clinical supervision, including classroom observation, conferencing skills, and development of improvement plans through systemic staff development will be emphasized.

EDLD 570. Texas School Law. 3 Hours.
This course is designed to examine the legal framework and study the impact of any relationship between constitutional law, statutory law, administrative law, and judicial law that influence school administrators and faculty. This course involves field-based challenges emphasizing a high level of professional personnel accountability. As a result of increased litigation throughout our global society, school leaders must be able to deal with a multitude of legal issues regarding constitutional rights, contracts, property claims, and torts, along with the impact of curriculum/instructing/assessment, plus student and employee rights in case law influencing the public schools. A primary focus will be on certification proficiencies and competencies as outlined by the State Board of Educator Certification Frameworks.

EDLD 574. Administration of Special and Compensatory Programs. 3 Hours.
This course is designed to prepare students to administer special and compensatory education programs. Emphasis is on basic concepts, issues, problems, and procedures in the management of special and compensatory education. The student's evaluation of these programs will be from both the legal and ethical perspectives that guide decisions necessary to provide opportunities for all students to be successful in school.

EDLD 580. Data Analysis for Campus Improvement. 3 Hours.
This course is designed to focus on analyzing and interpreting campus and community data for decision making necessary to promote the success of all children. Special emphasis will be on continuous improvement of the campus through the use of analysis of demographic, perception, learning, and school process data. Additionally, the course focuses on the development of educators as leaders in assessment, research, and evaluation.

EDLD 588. Principal Internship. 3 Hours.
This course is designed as a field-based course in which the student practices acquired skills and theories in an educational setting at the middle level management position. Prerequisite: Program Coordinator's approval.

EDLD 589. Individual Study. 3 Hours.
This course is designed for individual instruction. It may be repeated when topics vary.

EDLD 611. Doctoral Seminar. 3 Hours.
The Doctoral Seminar provides support and information to help graduate students in the Doctor of Education programs to successfully navigate the doctoral process. This course will focus on graduate level writing skills, writing literature reviews, APA formatting, use of library and university systems, and requisite skills to be successful in the program. Prerequisite: Admission into the doctoral program.

EDLD 612. Strategic Management and Change. 3 Hours.
To succeed in the future, leaders must develop the resources and capabilities needed to gain and sustain an advantage in traditional and emerging education markets. The focus of this course will be the strategic management for successful change with respect to the intended direction and goals of the organization; the organization's strengths and weaknesses; the current market structure; and the social, political, technological, economic, and global environments.

EDLD 613. Education and Non-Profit Law, Policy and Futurism. 3 Hours.
Students will examine the legal framework for education including the United States Constitution, federal and state statutes, and the body of case law affecting all aspects of education and non-profit organizations. Current policy and legal statutes are evaluated in relationship to the concepts and changes in futurism and the global issues in the field of education and other non-profit ventures. Prerequisite: Admission to the doctoral program.

EDLD 622. Communication for Organizational Leaders. 3 Hours.
Communication style and effectiveness of organizational leaders greatly impacts the success of individual education organizations. Knowledge of the pervasive impact of the computer, Internet, intranet, and other communication modalities will be integrated with time-honored communication principles to enable students to maximize their effectiveness in dynamic educational environments. In addition to community and internal organizational communication, students will focus on leading meetings, presentation skills, and dealing with criticism and conflict. Prerequisite: Admission to the doctoral program.

EDLD 623. Education Marketing and Public Relations. 3 Hours.
Effective public relations and marketing skills are essential to the success of all education organizations. Public relations and marketing efforts address how we want to present the organization to others (including "branding") and how to deal with the perceptions of who others believe we are. This course will help prepare students to engage in successful marketing and public relations to promote a variety of efforts, including fundraising, bond issues, and other priority goals in the education arena.
EDLD 624. Applied Instructional Technologies. 3 Hours.
This course provides students with an overview of current topics, trends and issues affecting technology and technological needs in the PK-12 environment. Special attention will be placed on current technology related trends, such as the application of Bring Your Own Device Policies (BYOD) and flipped classroom techniques. Prerequisite: Admission to the doctoral program.

EDLD 625. Field Study in National and International Cultural Perspectives. 3 Hours.
This course serves to broaden students' cultural and sociological perspective in education through a trip to Universidad Catolica de Pereira in Colombia, South America to visit PK12 schools in the region and Washington D.C. Public Schools. The trip includes visits to the American Association of School Administrators (AASA) national office, Association for Supervision and Curriculum Development (ASCD) national office, the Department of Education, and U.S. Congress. Prerequisite: Admission to the doctoral program.

EDLD 632. Contemporary Issues in Educational Leadership. 3 Hours.
This course explores contemporary issues that educational leaders face as they continue to lead their districts to higher levels of performance and achievement. A strong emphasis is placed on continuous improvement models as a foundation for implementing educational reform policies and mandates. A variety of topics such as current legal, political, social, cultural and economic issues as they relate to educational policy and decision-making will be discussed. Prerequisite: Admission to the doctoral program.

EDLD 661. Dissertation Prospectus Development. 3 Hours.
This course serves to broaden students' cultural and sociological perspective in education through a trip to Universidad Catolica de Pereira in Colombia, South America to visit PK12 schools in the region and Washington D.C. Public Schools. The trip includes visits to the American Association of School Administrators (AASA) national office, Association for Supervision and Curriculum Development (ASCD) national office, the Department of Education, and U.S. Congress. Prerequisite: Admission to the doctoral program.

EDLD 662. Methods of Inquiry. 3 Hours.
As an in-depth study of the theoretical and methodological approaches to qualitative research, students will explore the sociological/anthropological roots of qualitative research and apply these methodologies in practical situations related to executive leadership in education. The research approaches studied in this course include: ethnography, phenomenology, case studies, grounded theory, naturalistic inquiry, and thematic synthesis. Technologies that assist qualitative researchers in their investigations are utilized throughout this course. The development of doctoral research proposals, using qualitative research methods, is emphasized through this course. Prerequisite: Admission to the doctoral program.

EDLD 663. Statistical Methods in Educational Leadership. 3 Hours.
The course is designed to provide the student with the knowledge and skills needed to read, analyze, and synthesize educational research to give the student necessary fundamentals to develop and conduct doctoral level research. As an in-depth study of the theoretical and methodological approaches to quantitative research, students explore foundations of quantitative research and apply these methodologies in practical situations related to executive leadership in education. The research processes studied in this course include: univariate statistics, including the use of Statistical Package for the Social Sciences (SPSS) with exercises related to various descriptive and inferential statistical techniques, and survey and action research analysis and design. The development of doctoral research proposals, using quantitative research methods, is emphasized throughout this course. Prerequisite: Admission to the doctoral program.

EDLD 670. Critical Conversations and Team Building. 3 Hours.
Building collaborative teams that are cohesive with accountability and purpose requires specific skills and training that is crucial for successful education leaders in a variety of settings. This course will focus on the critical communication skills necessary to manage personnel effectively, having critical conversations and best practices in team building. This course provides the opportunity for students to develop these skills and apply them in varied settings.

EDLD 689. Individual Study. 3 Hours.
This course is designed for individual instruction. It may be repeated when topics vary.

EDLD 690. Leadership of the Education Community. 3 Hours.
This course is designed to provide prospective public school superintendents/CEOs and other executive leaders with the knowledge and skills incorporated in Domain I of the test framework for Texas Superintendent Standards - Leadership of the Educational Community. The competencies included with Domain I address: (1) acting with integrity, fairness, and in an ethical manner; (2) the development, articulation, implementation, and stewardship of a vision of learning; (3) communication and collaboration with families and community members, including mobilizing community resources; and (4) responding to the political, social, economic, legal, and cultural context, including working with governance boards. The application of sound leadership principles developed in the business sector will be translated into effective strategies for the leadership of large governmental agencies. Prerequisite: Acceptance into the Educator Preparation Program or instructor permission.

EDLD 691. Superintendent Internship. 3 Hours.
Internship activities in all SBEC superintendent standards will be required unless determined unnecessary by the instructor based on the student’s prior experiences. Internship sites shall include private business, local or state government and/or management, public schools, public school support institutions, non-profit organizations, and/or others as determined appropriate on an individual basis. Prerequisite: Program Director’s approval.
EDLD 693. Dissertation Research. 3 Hours.
A candidate must present a dissertation acceptable to the student’s advisory committee and the Dean for Graduate Studies and Research on a problem in the area of specialization. To be acceptable, the dissertation must give evidence that the candidate has pursued a program of research, the results of which reveal superior academic competence and a significant contribution to knowledge. The focus of this course is to complete the final chapter of the dissertation and defend the dissertation. This course may be repeated until successful defense of the dissertation. Prerequisite: EDLD 692, EDLD 671, EDLD 672, and admission to candidacy.

EDLD 694. Instructional Leadership. 3 Hours.
Leadership at the chief executive officer (CEO) level is the theme of this standards-based course. The application of strategic planning skills to enhance teaching and learning; to ensure alignment among curriculum, curriculum resources, and assessment; and to support the collection and use of multiple measures of success are promulgated through the requirements of this course. Emphasis is placed on skills designed to advocate, nurture, and sustain an instructional program and a culture that supports student learning and staff professional growth. Staff evaluation, improving staff performance, and effective models of supervision are emphasized. Prerequisite: Principal certification or Program Director’s approval.

EDLD 698. Administrative Leadership. 3 Hours.
Public school finance at the superintendent level and the general operation of the business office and other peripheral support functions of a public school will be studied. Related topics include student food services, transportation, facility management, maintenance and construction, development and marketing of bond elections, human resource management, district level budget development and management, data management/analysis, and safe schools. Technology based infrastructure that supports student, personnel, and financing management will also be evaluated. The application of organizational, decision-making and problem-solving skills to facilitate position in varied contexts. Prerequisite: Principal certification or Program Director’s approval.

**Electrical Engineering (EE)**

EE 2305. Electric Circuits I. 3 Hours.
This course focuses on the fundamental concepts of engineering with special emphasis on electrical engineering. It includes the concepts of current, voltage, power and energy, Kirchhoff’s current and voltage laws, resistance, capacitance, inductance, and series and parallel combinations of circuit elements. Basic techniques such as superposition, mesh current, and node voltage analysis are introduced. Time-domain analysis of first-order circuits RL, RC, and second-order RLC circuits are developed. Prerequisite: MATH 2413.

EE 289. Independent Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

EE 307. Probability and Random Processes. 3 Hours.
This course introduces students to the fundamental principles of probability and random processes. While helping students to develop their problem-solving skills, the course strives to motivate students with practical applications from various engineering areas that demonstrate the relevance of probability theory to engineering practice. Topics covered in this course include probability theory, discrete and continuous random variables and statistical description, statistical characterization of sequence of random variables, and stationary random processes. Course is cross-listed with MATH 357. Prerequisite: MATH 2414. (It cannot be taken concurrently.)

EE 317. Information Theory. 3 Hours.
This course focuses on the quantitative theory of information and its applications to compression as well as reliable communication systems. Topics include mathematical definition and properties of information, source coding theorem, lossless compression of data, optimal lossless coding, noisy communication channels, channel coding theorem, and Gaussian channel. Prerequisite: MATH 357 or EE 307, and MATH 2414.

EE 319. Electric Circuits II (EL). 3 Hours.
This course covers the basics of circuit analysis using the Laplace transform, capacitors and inductors, transient response, RC, RL, and RCL circuits. AC steady-state analysis, sinusoids and phasors will be emphasized. This course integrates the principles of Experiential Learning through a semester-long project of practical electrical designs. Prerequisite: MATH 2414 and EE 2305, or instructor permission.

EE 320. Circuit Laboratory. 1 Hour.
This course provides hands on experience with mainstream circuit technology. This shall be accomplished with a set of laboratory experiments that introduce increasingly more complex circuits and techniques. Successful completion of each lab assignment shall 1) require a written report detailing the design solution(s), 2) require the construction of one or more circuits, and 3) require a demonstration that the constructed circuits work properly. Prerequisite: must be concurrently enrolled in EE 319.

EE 321. Digital Logic. 3 Hours.
This course provides a detailed knowledge of Boolean algebra and its application in digital design. It provides an in-depth coverage of combinational logic circuit analysis and minimalization and design techniques. It also covers the basic concepts of sequential circuits including the use of state diagrams and state tables to represent the behavior of sequential circuits. Prerequisite: MATH 2413.

EE 322. Digital Logic Laboratory. 1 Hour.
This laboratory course consists of multiple projects that the students will complete based upon the concepts learned in EE 321. The overall aim of the course is to increase the students’ depth of understanding of digital logic design and implementation. Prerequisite: EE 321.
EE 325. Signals and Systems. 3 Hours.
This course is one of the fundamental courses of Electrical Engineering, providing theoretical concepts and mathematical tools used for the design and analysis of continuous-time linear systems, as well as analog signals. Topics covered in this course include linear convolution, impulse response, Fourier series, Fourier transforms, and Laplace transform. Prerequisite: MATH 2414.

EE 326. Signals and Systems I Lab. 1 Hour.
This course provides practical concepts and software tools for the design and the analysis of both analog signals and continuous-time linear systems. It is based on exercises via computer simulation using MATLAB. The main aim is to get understanding of frequency and time domain analysis of basic signals and linear time-invariant systems employing linear convolution, impulse response, Fourier transforms, and Laplace transform. Prerequisite: MATH 2413 and EE 2305.

EE 335. Electronics I. 3 Hours.
This course covers the basics of electronic circuit design techniques as well as the operation of bipolar junction and field-effect transistors. The knowledge acquired in this course will provide students with a sufficient depth of understanding to deal with circuit design problems and to be able to understand the operation of new devices as they become available. Prerequisite: EE 2305.

EE 336. Electronics Laboratory. 1 Hour.
This laboratory course consists of multiple projects that the students will complete based upon the concepts learned in EE 335 (Electronics) class.

EE 340. Computer Architecture. 3 Hours.
This course will focus on the interaction of hardware and software in digital computers. It will discuss basic computer structure, machine instructions, assembly language, CPU organization and design, memory addressing, pipelining, input/output organization and computer arithmetic. Prerequisite: EE 321.

EE 345. Introduction to Electromagnetic Theory. 3 Hours.
This is an introductory course in engineering electromagnetics. Emphasis is placed on time-varying topics, such as transmission lines, Maxwell's equations, and plane and guided waves. The basic concepts of electromagnetic fields, including field vectors, and potentials will be covered. Prerequisite: MATH 2320 and PHYS 2326/PHYS 2126.

EE 390. Ethics in Technology. 3 Hours.
This course examines ethical issues and moral problems that engineers, computer scientists, and information technology professionals face. This course covers issues such as moral and ethical relevance, professional responsibilities, privacy, intellectual property, risks, and liabilities. Students review case studies of ethical conflicts in the work environment and resolve theoretical situations through application of ethical codes.

EE 425. Systems and Signals II. 3 Hours.
This course lays the foundation of the knowledge needed to process information digitally using a variety of hardware platforms, and provides theoretical concepts and mathematical tools used for the design and analysis of discrete time linear systems as well as discrete time signals. Topics covered in this course include discrete convolution, discrete time impulse response, Discrete Fourier Transform (DFT), Discrete Time Fourier Transform (DFTF), and Z-Transform. Prerequisite: EE 325.

EE 429. Basic Communication Theory. 3 Hours.
This course introduces students to the fundamental principles of communication system analysis and design, providing theoretical concepts and mathematical tools used for special analysis, filtering, and transmission of analog signals. Topics covered in this course include modulation theory, effect of noise on analog communications, analog to digital conversion, and digital modulation in Additive White Gaussian Noise (AWGN) baseband channels. Prerequisite: EE 325. Prerequisite or Corequisite: ENGR 307.

EE 432. Control Systems. 3 Hours.
This course is a review of the relations among transient responses, systems transfer functions, and methods of specifying system performance. It will include classical and modern feedback control system analysis and design methods, such as transfer functions, state variables, stability, root locus, Bode plot, and computer analysis. Prerequisite: EE 325.

EE 447. Electronics II. 3 Hours.
This course covers the basic design and analysis of Electronic circuits for analog and digital applications, including oscillators, analog filters, power amplifiers, and CMOS design. Frequency response and Bode's rules are emphasized. Prerequisite: EE 335.

EE 455. Digital Circuit Testing and Testability. 3 Hours.
The complexity of digital circuits placed on IC (Integrated Circuit) chips has significant impact on the cost of testing such chips. Testing is performed to ensure that function/performance have not been altered during fabrication. This course introduces current testing techniques for digital circuits and design strategies used to enhance their testability. Prerequisite: EE 321.

EE 465. Very-Large-Scale Integrated (VLSI) Design. 3 Hours.
This course will cover basic theory and techniques of digital FLSA (Very-Large-Scale Integrated) circuit and system design in CMOS technology. It will discuss the bottom-up as well as the top-down design approach. It will prepare students to design and analyze digital circuits and show them how these circuits are implemented on a VLSI chip. Prerequisite: EE 321.

EE 469. Wireless Communications. 3 Hours.
This course introduces students to the fundamental principles of wireless communication system analysis and design, providing theoretical concepts and mathematical tools used for transmission of analog signals. Prerequisite: EE 325.
This course instructs the students in the use of VHDL (Very High Speed Integrated Circuit Hardware Description Language) for describing the behavior of digital systems. It will also teach students the use of the VHDL language for representation of digital signals, use of IEEE standard logic package/library, design of arithmetic, combinational, and synchronous sequential circuits. Prerequisite: EE 321.

EE 473. Power Systems. 3 Hours.
This course introduces students to the fundamental principles of long-distance transmission of electric power with emphasis on admittance and impedance modeling of components and systems, and power flow studies and calculations. Prerequisite: EE 319 or concurrent enrollment.

EE 475. Capstone Design Project in Electrical Engineering. 4 Hours.
The aim of the capstone project for seniors in Electrical Engineering is to familiarize them with the process of designing electronic circuits and systems as practiced in industry. This course requires students to develop a project based on the knowledge and skills acquired in earlier coursework and integrate their technical knowledge through practical design efforts. The work is performed as a team in accordance with ABET requirements. Each team is comprised of two to three students. Prerequisite: EE 319, EE 321, EE 325, EE 326, EE 335, EE 340, EE 390, and EE 470.

EE 489. Independent Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

EE 490. EE Senior Design I. 3 Hours.
This course is taken by seniors as the first part of the senior design experience in the semester before EE 491. Projects may involve the design of a device, circuit system, process, or algorithm and topics covered may include the design process, project planning and management, and project costs, and includes aspects of ethics in engineering design, safety, environmental considerations, economic constraints, liability, manufacturing, and marketing. Projects are carried out using a team-based approach and selection and analysis of a design project to be continued in EE 491 is carried out. Written progress reports, a proposal, a final report, and oral presentations are required. Taken in last 30 hours. Open only to Electrical Engineering majors.

EE 491. EE Senior Design II. 3 Hours.
Projects involving the design of a device, circuit system, process, or algorithm that have started in the previous semester will be completed. Team solution to an engineering design problem as formulated and initiated in EE 490 will continue to take place. Written progress reports, a final report, design manuals, and oral presentations are required. Prerequisite: EE 490; open only to Electrical Engineering majors.

EE 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

EE 499. Independent Research. 1-6 Hours.
Independent research in Electrical Engineering conducted by a student under the guidance of a faculty member of his or her choice. The student is required to maintain a research journal and submit a project report by the end of the semester and potentially make an oral presentation on the project. SCH and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: Consent of instructor.

EE 599. Independent Research. 1-6 Hours.
Independent research in Electrical Engineering conducted by a student under the guidance of a faculty member of his or her choice. Credits and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: Consent of instructor.

Engineering (ENGR)

ENGR 1201. Introduction to Engineering. 2 Hours.
This course provides an introduction to the engineering profession. Information on the different disciplines of engineering will be presented. Professional and ethical aspects of engineering are covered. An introduction to problem solving and the engineering design process with the utilization of various computer applications are covered. Various forms of technical communication are emphasized. Prerequisite or Corequisite: MATH 1314 or MATH 2413.

This course is an introduction to computer-aided drafting. Emphasis is placed on drawing setup, creating and modifying geometry, adding text and dimensions, using levels, coordinate systems, and plot/print scale. Technical drawing skills including freehand sketching, text, orthographic projection, dimensioning, sectional views, and other viewing conventions will be developed.

ENGR 2301. Engineering Mechanics I - Statics. 3 Hours.
This course covers the principles of engineering mechanics in statics including force systems, moments of inertia, vector mechanics and analysis of structures. Prerequisite: PHYS 2325.

ENGR 2302. Engineering Mechanics II - Dynamics. 3 Hours.
This course covers the principles of engineering mechanics in dynamics including Newton’s laws, kinetic and potential energy, linear and angular momentum, work, impulse, and inertia properties. Prerequisite: ENGR 2301.

ENGR 2303. Principles of Engineering I: Statics and Dynamics. 3 Hours.
This course examines the unified presentation of conservation principles applied to engineering mechanics and systems in statics and dynamics. Topics include force systems, moments of inertia, vector mechanics, Newton’s laws, kinetic and potential energy, linear and angular momentum, work, impulse, and inertia properties. Prerequisite: MATH 2413, PHYS 2325, and PHYS 2125.
This course is a survey of young adult literature.ENG 306. Young Adult Literature. 3 Hours.
This course provides a survey of the history of children's books, books for very young children, picture books and illustrators, short fiction, folk tales, fables, myths and epics, historical fiction and biography.

English (ENG) (ENGL)

ENG 305. Children's Literature I. 3 Hours.
This course provides a survey of the history of children's books, books for very young children, picture books and illustrators, short fiction, folk tales, fables, myths and epics, historical fiction and biography.

ENG 306. Young Adult Literature. 3 Hours.
This course is a survey of young adult literature.
ENG 312. Shakespeare. 3 Hours.
This course provides a study of the author's plays with special attention devoted to major and better-known works.

ENG 320. Understanding Grammar. 3 Hours.
This course engenders improved application and understanding of English grammar by using traditional sentence diagramming to review fundamental principles of grammar and mechanics.

ENG 340. Advanced Expository Writing (EL). 3 Hours.
This course advances individual writing ability by focusing upon analytical and rhetorical strategies through various exercises and the production of compositions. This course integrates the principles of Experiential Learning and meets criteria for undergraduate research. Prerequisite: ENGL 1301 and ENGL 1302 with a grade of C or better.

ENG 345. Advanced Composition for Educators. 3 Hours.
This course provides future educators opportunities to grow as writers, personally and professionally, through interaction with the conventions of writing, literature, and writing across the curriculum, all within a writing community focused on education of self and others. Prerequisite: ENGL 1301 and ENGL 1302 with a grade of C or better.

ENG 350. Technical Writing (EL). 3 Hours.
This course emphasizes the principles of composition, document design, and rhetoric applied to primary genres within scientific, technical, and professional writing. This course integrates the principles of Experiential Learning and meets the criteria for undergraduate research. Prerequisite: ENGL 1301 and ENGL 1302 with a grade of C or better.

ENG 424. History and Grammar of the English Language. 3 Hours.
Participants will cover topics that include the basic features of human language, a historical study of English, and a study of English phonology, morphology, and syntax.

ENG 430. Studies in Women’s Literature. 3 Hours.
This course provides a study of the various images of women in literature with an emphasis on the twentieth century.

ENG 442. Advanced American Literature. 3 Hours.
This course provides a study of specific eras of American Literature. Topics will vary.

ENG 445. Advanced World Literature. 3 Hours.
This advanced course in World Literature aims to introduce students to a selection of classic and/or modern literary works outside of the United States and Britain. One of the goals of the course is to analyze and discuss these works of literature within their soci-historical context with an emphasis upon a different theme or literary movement presented in each offering of the course. While this varying theme or movement will demarcate the frame of the course, the theme of encounters (textual and cultural) remains consistent and the importance of factors such as race, class, gender, religion, language, translation, and so on will be taken into consideration. The students' critical engagement with the assigned works of literature will be further enhanced by the historical and literary background provided by lectures and secondary sources. No prior knowledge of or familiarity with other languages is required as all reading materials are provided in English translation.

ENG 450. Studies in Genre. 3 Hours.
This course provides an advanced study of one of the following literary genres: Short Story, Film, Poetry, Drama, and International Literature. It may be repeated when topics vary.

ENG 472. Advanced British Literature. 3 Hours.
This course provides a study of specific eras of British Literature. Topics will vary.

ENG 489. Individual Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

ENG 491. Capstone in English Studies. 1 Hour.
This course constitutes a practicum in which students review English studies with emphasis on critical approaches to literature, literary terminology, and the characteristics and major writers of literary periods. Students write capstone papers that reflect their understanding of the components of literary study. Prerequisite: To be taken during the final semester of the bachelor's degree program in English.

ENG 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

ENG 518. Thesis. 1-6 Hours.
A master's thesis is the written result of a thorough and systematic study of a significant issue. The thesis identifies the issue, tackles significant assumptions in a critical field, explains the contribution to the field, and offers a conclusion. The finished product is original, documents critical and independent thinking, appropriate organization and format, and thorough documentation. An oral defense of the thesis is required. NOTE: Students may take no more than 6 semester credit hours in Thesis.

ENG 555. Linguistics. 3 Hours.
This course offers an introduction to principles of how language develops, changes and functions. The course focuses on the differences among world languages, the history of the English language, and analysis of modern English phonology, morphology and syntax (sound, units of meaning, word order).
ENG 565. Grant and Proposal Writing. 3 Hours.
This course introduces students to the grant writing and proposal writing processes, especially as they pertain to literacy funding opportunities at the K-12 levels. Students will learn the discourse of grant writing, research funding sources, navigate the conventions of the genre, and practice how to address these rhetorical situations effectively.

ENG 570. Strategies in Composition. 3 Hours.
Reading recent studies of the composing process, students evaluate strategies for teaching composition, including remedial and creative writing. In addition, each student researches an area of special interest within the field of composition studies, writes a review of this research, and presents a summary of finding in an oral presentation to the class. Cross listed with ED 570. Prerequisite: Instructor permission is required. Corequisite: ENG 571.

ENG 571. Improving Students' Writing in the Schools. 3 Hours.
Students analyze current research in composition and writing across the curriculum, with special emphasis upon the theoretical approach developed by the National Writing Project. Further, after researching an area of special interest, each student applies theoretical principles by developing a unit of instruction and presenting a demonstration lesson. Cross listed with ED 571. Prerequisite: Instructor permission is required. Corequisite: ENG 570.

ENG 572. Readings in Composition. 3 Hours.
This course offers students the opportunity to explore a wide range of theoretical composition strategies and help them formulate praxis for their own teaching of composition and/or their own writing.

ENG 573. Graduate Creative Writing. 3 Hours.
This course promotes the development of creative writing skills by introducing advanced concepts and exercises for writing creative nonfiction, poems, plays, and short stories.

ENG 575. Current Issues in English Studies: Graduate Capstone. 3 Hours.
This course constitutes a practicum in which students conduct an in-depth study of topics in English language, literature, or composition through traditional or applied research. Students write two capstone papers on approved topics that are appropriate for submitting to academic journals.

ENG 580. Seminar in Literature. 3 Hours.
This course offers an examination of an individual author or group of authors, the study of a literary theme, or the study of a particular genre. It may be repeated when topics vary.

ENG 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

ENG 590. Seminar in Rhetoric. 3 Hours.
This course examines one or more theoretical or historical movements in, philosophical approaches to, and/or applications of rhetoric. Course may be repeated when topics vary.

ENG 591. Seminar in Composition Studies. 3 Hours.
This course examines the theoretical/historical movements in, philosophical/empirical approaches to, or applications of practices within fields relevant to composition studies. Course may be repeated when topics vary.

ENG 593. Research in Composition. 3 Hours.
Through exposure to contemporary empirical (quantitative and qualitative) research in composition studies—including the subfields of writing center studies, Teaching English as a Second Language (TESOL), writing across the curriculum (WAC), and writing in the disciplines (WID)—students will learn proper development of quantitative, qualitative, and mixed-methods research methodologies in composition.

ENG 595. Research Literature and Techniques. 3 Hours.
This course offers a review of research by scholars in selected areas of English language and literature with emphasis on critical approaches and research methodology. Students will demonstrate competence in research methodology by the investigation and formal reporting of a topic chosen in consultation with the instructor. This course is equivalent to IS 595 for English majors.

ENG 597. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

ENGL 0399. Integrated Reading and Writing. 3 Hours.
This course is designed to develop students' critical reading and academic writing skills by building intermediate reading skills through an increase in comprehension, vocabulary, study skills, and speed; providing an intense overview/review of the intermediate elements of modern English usage; and honing the writing experience with attention to the intermediate mechanical and structural elements of the writing process. Students who do not score satisfactorily in Reading and/or Writing on the TSI will be required to take ENGL 0399. Prerequisites: ENGL 0398 with a minimum grade of C or equivalent scores on an approved placement test.

ENGL 089. Independent Study in Developmental Writing. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

ENGL 1101. Information Literacy. 1 Hour.
This course covers the basic concepts and skills of information literacy, the research process, critical thinking skills, and ethical aspects of information. Students are introduced to characteristics, formats, and organization of information, and are provided with practical experience in the use of the academic library. Course content also introduces electronic resources such as journal databases, search engines, and directories.
ENGL 1111. Popular Music as Literature. 1 Hour.
Popular Music as Literature offers students an introduction to literary study through the vehicle of popular music. Literary terminology and forms are considered within the context of pop music. It requires students to read closely and critically and become sensitive to the nuances of language.

ENGL 1301. Composition I. 3 Hours.
This course focuses on intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis is on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus is on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

ENGL 1302. Composition II. 3 Hours.
This course builds on those skills developed in ENGL 1301 and assumes a satisfactory level of student competency in composition. This course focuses on intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Prerequisite: ENGL 1301 with a C or better.

ENGL 189. Independent Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

ENGL 2321. British Literature. 3 Hours.
This course serves as an introductory survey of the major authors in English literature from the Old English period to the present. It includes a variety of genres and considers the works as intellectual, cultural, aesthetic creations. It requires students to apply interpretive skills in writing about pieces of literature and to be aware of the traditional literary periods. English majors and non-English majors may take this course, which satisfies the core-curriculum requirement for three lower-division semester credit hours in Creative Arts.

ENGL 2326. American Literature. 3 Hours.
This course examines representative works of American Literature from pre-colonial times to the contemporary period using historical, philosophical, and structural filters to investigate universal social themes. There are no prerequisites for this course. English majors and non-English majors may take this course, which satisfies the core-curriculum requirement for three lower-division semester credit hours in Creative Arts.

ENGL 2331. World Literature. 3 Hours.
World Literature is a survey of some of the major works of literature across the world from early civilizations to present, focusing on major periods. Students who take this course will increase their awareness of historical cultures; sharpen their critical reading, thinking, and writing skills; and deepen their cultural sensitivity. English majors and non-English majors may take this course, which satisfies the core-curriculum requirement for three lower-division semester credit hours in Creative Arts.

ENGL 2340. Writing Across the Curriculum. 3 Hours.
This course helps students understand and develop their writing, reading, and thinking skills across the disciplines through the creation and rhetorical study of personal and scholarly texts. It includes a focus on the principles and techniques of written expository and persuasive texts and critical thinking across the curriculum.

ENGL 2351. Introduction to Creative Writing. 3 Hours.
This course promotes the development of creative writing skills by introducing and applying core concepts for writing creative non-fiction, poems, scripts, and short stories.

ENGL 2360. Introduction to Literary Studies. 3 Hours.
This course is an examination of the fundamental principles of literary study with special attention to critical approaches to language and literature, bibliography and research, and writing in the discipline. As an introduction to literary study designed for English majors, this course stresses proper literary terminology, literary theory, and analytical writing; the tools of a successful English major.

ENGL 289. Independent Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

English Second Language (ESL)

ESL 400. Foundations of English as a Second Language (ESL) Education. 3 Hours.
The course is a study of the conceptual, linguistic, sociological, historical, political, and legal foundations of English as a Second Language (ESL) education. Course is designed for students who are interested in broadening their knowledge on the historical and legislative foundations of ESL education. It presents an overview of the types of ESL and bilingual programs and the principles of effective ESL education for English Language Learners, including theory and research in ESL education, and effective strategies. In correlation with ESL 472 Instruction for English Language Learners, the course prepares students to pass the TExES 154 ESL Supplemental. This course is cross listed with BE 400.

ESL 472. Instruction for English Language Learners. 3 Hours.
This course studies the conditions for developing biliteracy and the acquisition of English as a Second Language (ESL) and effective teaching strategies for the ESL classroom. It reviews the English system and the processes of first language (L1) and second language (L2) acquisition, including the factors that affect L2 development. It studies implications and teaching strategies for developing communicative competence (listening and speaking), and reading and writing skills and assessment of biliteracy. The course prepares students to pass the TExES 164 Bilingual Supplemental. This course is cross listed with BE 472.
ESL 500. Foundations of ESL Education. 3 Hours.
This course studies the conceptual, linguistic, sociological, historical, political, and legal foundations of ESL education. The course presents an overview of the theories of ESL and bilingual programs and the principles of effective ESL education, as well as theory and research supporting best teaching practices for English Language Learners (ELLs). It studies the impact of legislation, family involvement, and community support in the education of immigrant children and, in particular, of ELLs. This course is aligned with the standards for ESL educators and prepares students for TeXes 154 ESL Supplemental.

ESL 572. Instruction for English Language Learners (ELLs). 3 Hours.
This course studies the conditions for developing English as a second language (ESL) and effective teaching strategies for the ESL classroom. It is the second language acquisition process and the factors that affect L2 development. It provides students with research-based teaching strategies for developing and assessing academic English. The course is aligned with the standards for ESL educators and prepares students for TeXes 154 ESL Supplemental.

ESL 575. United States Hispanic Culture and Civilization. 3 Hours.
This course explores the many facets of the Latina/o experience in the U.S. and the specific histories and cultures that mark the trajectories of individual Hispanic sub-ethnic groups and their representation including the history of the most representative Hispanic communities, including those that constitute the greatest part of the category “Latina/o.” Chicano/Mexican Americans, Puerto Ricans/Nuyoricans, and Cuban Americans. Course is taught in English.

ESL 582. Second Language Acquisition in Adults. 3 Hours.
This course studies the conditions for developing English as a second language (ESL) and effective teaching strategies for ESL acquisition by adult learners. It reviews the English system and the processes of first language (L1) and second language (L2) acquisition. The course analyzes the factors that affect second language development. It provides students with the materials and knowledge needed to participate in project based learning activities through the implementation of a plan to develop a community-based program for adult ESL learners. Course is concurrent with ESL 572.

ESL 593. United States Ethnic Minority Studies. 3 Hours.
This course examines the diverse cultural, artistic, economic, historical, political, and social aspects of US ethnic minority communities. Course surveys the historical, psychological, social and economic factors influencing ethnic minorities’ life in the United States. The course is an in-depth cross-cultural study of the major US ethnic minority groups in the US, with an emphasis on the study of minority groups in Northeast Texas and surrounding areas. The course opens awareness of diversity, tolerance, and of the values of the minority ethnic cultures and their contributions to the makeup of the general American culture. It also deals with implications for teaching adult learners and learners in school settings that uses an approach to multicultural education. We will explore these issues through readings, discussions, lectures, films, short stories, field trips, and observation.

Finance (FIN)

FIN 325. Money, Banking, and Financial Markets. 3 Hours.
This course is a study of the American banking system, in particular the Federal Reserve System and the tools it uses to control the economy. It is also a study of the theories of fiscal and monetary policy. Prerequisite: ECON 2301 and ECON 2302.

FIN 354. Financial Management. 3 Hours.
The organization, the instruments, and the methods of financing corporations with reference primarily to the effects on the corporation and its stockholders will be covered. Prerequisite: ACCT 2301 or ACCT 2302 with a C or better.

FIN 464. Principles of Investments. 3 Hours.
This is an introduction to the basic principles of investing, which includes the study of the behavior of securities markets mechanics of stock analysis and investing, decision making techniques, and risk. Prerequisite: FIN 354 with a C or better.

FIN 470. International Finance. 3 Hours.
This course is a study of the institutions and relationships of the international financial system as it relates to the balance of payments, foreign exchange risk, arbitrage, political risk, foreign investment and operations, global banking, and international finance resources. Prerequisite: FIN 354 with a C or better.

FIN 474. Intermediate Financial Management. 3 Hours.
This is an advanced analysis of the sources and uses of funds by corporations. Emphasis is on security valuation techniques, long-term investment decisions, capital structure decisions, and dividend policy. Prerequisite: FIN 354 with a C or better.

FIN 484. Financial Institutions Management. 3 Hours.
This course examines the practices and instruments of institutions comprising finance, industry, portfolio investment policies, legal controls, growth developments, and management practices of financial institutions (particularly banks). Prerequisite: FIN 354 with a C or better.

FIN 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

FIN 494. Security Analysis and Portfolio Management. 3 Hours.
This course is an advanced evaluation of investment securities of both private and public institutions through external analysis of financial statements and economic conditions, risk and return analysis, and portfolio selection. Prerequisite: FIN 464.
FIN 496. Financial Derivatives. 3 Hours.
This course provides students an understanding of financial derivative instruments and their applications to risk management and business strategy. A distinction is made between using derivatives to manage risk and using them for speculation. The basic mathematical tools necessary for analysis, design, pricing, and implementation of derivatives in a managerial context are presented including forward, future, option, and swap contracts, hedging, arbitrage, and derivatives-pricing models. Prerequisite: FIN 474.

FIN 531. Finance for Energy Professionals. 3 Hours.
This course identifies the organization, instruments, and methods of corporate finance with consideration of the effects on the organization and its stakeholders.

FIN 545. Finance for Managers. 3 Hours.
This course covers cash flow estimation, capital budgeting, time value of money, and valuation of stocks and bonds.

FIN 565. Managerial Finance. 3 Hours.
An analysis of how financial markets operate and how security prices are determined in these markets provides a base for explaining how financial management can affect the value of the firm; methods of risk analysis and discounted cash flow techniques are emphasized. Cases are used in this course. Prerequisite: FIN 545 with a grade of C or better.

FIN 566. Managerial Finance for Energy Professionals. 3 Hours.
Analysis of financial markets and operations within the energy industry as a base for explaining how financial management can affect the value of the firm. Oil and gas accounting, financing large energy projects, the world energy market as well as hedging and tax considerations are covered. Energy industry cases are used. Prerequisites: FIN 545 or FIN 531 or FIN 454.

FIN 568. Supply Chain Management Financial Strategy and Profitability. 3 Hours.
This course includes case studies, examples, and in-depth analysis of technical issues involved in supply chain management, network design, and strategic partnering. The course engages students in managing a supply chain and provides a starting point for discussing the value of information in the supply chain, strategic partnering, and centralized decision making. This course is equivalent to both SCM 568 and ACCT 568. Prerequisite: ACCT 2301 and ACCT 2302, or ACCT 526.

FIN 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

General Business (GBUS)

GBUS 300. Economic Development and the Global Economy. 1 Hour.
This course will provide an introduction and basic understanding of the global economy and its impact on the world of economic development. The theoretical aspects include economics, capitalism, innovation, strategies and value issues. The practical aspects include market analysis, writing business plans, selecting the most beneficial entity, team development, capitalization, team member selection and legal and ethical issues.

GBUS 301. Strategic Planning and Development. 1 Hour.
This course presents the concepts of strategic planning considering its nature, scope, elements, development and the steps in the strategic planning process. (1 sch).

GBUS 302. Implementing the Leadership Action Plan. 1 Hour.
This course is designed to assist each individual student to identify their unique strengths as a leader or potential leader. To facilitate the development of a personalized student growth plan the Gallup Strengths Finder 2.0 has been chosen for administration to each student. Following the initial class meeting; students will read the text Strengths Based Leadership and execute the online Strengths Finder 2.0 evaluation.

GBUS 310. Business Communications. 3 Hours.
This course presents communication as a critical component for success in the workplace. In this class, students will develop a foundation for designing effective messages, both written and oral, from concept to delivery. Students will use a strategic communication model to identify objectives, analyze audiences, choose information, and create the most effective arrangement and channel for that message. Particularly, the course emphasizes elements of persuasive communication: how to design messages for diverse and possibly resistant audiences and how to present that information in a credible and convincing way. Students will practice drafting and editing clear, precise, and readable written business documents. Students will develop and deliver an individual presentation, using appropriate and effective visual support, in which they present a persuasive argument that demonstrates relevance and benefits to an audience at different levels of expertise. Students will also learn and practice skills in low structure presentations, managing meetings, dealing with conflict, and leveraging the power of diversity, at both the individual and cultural level.

GBUS 430. The Culture of Mexico. 3 Hours.
Via a trip to Mexico City, this course provides an interdisciplinary business background for understanding the growing commercial and economic interdependence among nations and specifically as related to the major trading partner of the United States ¿ the country of Mexico. Course content focuses on 1) the impact of culture on the Mexican citizens; 2) differences in U.S. and Mexican cultures; 3) how Mexican culture affects its attitude towards its neighbors; and 4) the structure of the Mexican population by ethnic groups and how this affects the culture. Prerequisite: Course requires travel outside of the United States.
GBUS 435. The Economy of Mexico. 3 Hours.
Via a trip to Mexico City, this course provides an interdisciplinary business background for understanding the growing commercial and economic interdependence among nations and specifically as related to the major trading partner of the United States – the country of Mexico. Course content focuses on 1) the economic structure of the Mexican economy; 2) the role of exports; 3) major international trading partners; 4) growth of the economy by sectors; 5) why illegal aliens cross the U.S. borders and the impact on the economy and psyche of the people, including the government. Prerequisite: Course requires travel outside of the United States.

GBUS 440. International Business. 3 Hours.
This course is designed to allow students to explore problems and challenges in international business. Students are given the opportunity to visit with representatives of various international companies during a field trip.

GBUS 450. Business Ethics. 3 Hours.
This course is a study of ethical problems in business and the foundation for decisions involving ethical issues. Topics include ethical concepts, personal integrity, individual conscience and company loyalty and responsibility conflicts, as they impact on the decision process in the functional areas of business.

GBUS 452. Business Ethics for Non-Accounting Majors. 3 Hours.
This course is a study of ethical problems in business and foundations for decisions involving ethical issues. Topics include ethical concepts, personal integrity, individual conscience, and company loyalty and responsibility conflicts as they impact on the decision making process in the functional areas of business.

GBUS 456. Social, Political and Legal Environment. 3 Hours.
The study of the social, political, and legal environments in which organizations must operate, this course places special emphasis on legal institutions, their impact upon the operation and performance of business and government, and ethical standards and their effect upon business and government.

GBUS 470. Internship in Business. 3 Hours.
This is a directed internship that provides business students with the applications of business related knowledge in an organization. The student receives hands-on experience under the joint guidance of a professional from an organization and a faculty supervisor. May repeat for additional 3 hours. Prerequisite: Consent of instructor.

GBUS 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

GBUS 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

GBUS 530. The Culture of Mexico. 3 Hours.
Via a trip to Mexico City, this course provides an interdisciplinary business background for understanding the growing commercial and economic interdependence among nations and specifically as related to the major trading partner of the United States the country of Mexico. Course content focuses on 1) the impact of culture on the Mexican citizens; 2) differences in U.S. and Mexican cultures; 3) how Mexican culture affects its attitude towards its neighbors; and 4) the structure of the Mexican population by ethnic groups and how this affects the culture. Prerequisite: Course requires travel outside of the United States.

GBUS 535. The Economy of Mexico. 3 Hours.
Via a trip to Mexico City, this course provides an interdisciplinary business background for understanding the growing commercial and economic interdependence among nations and specifically as related to the major trading partner of the United States the country of Mexico. Course content focuses on 1) the economic structure of the Mexican economy; 2) the role of exports; 3) major international trading partners; 4) growth of the economy by sectors; 5) why illegal aliens cross the U.S. borders and the impact on the economy and psyche of the people, including the government. Prerequisite: Course requires travel outside of the United States.

GBUS 570. Internship in Business. 3 Hours.
The internship is a work experience that will allow the student to develop skills, gain hands-on business experience, and test career choices and options. The internship will complement and validate the student's academic training.

GBUS 597. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

Geography (GEOG)

GEOG 1303. World Regional Geography. 3 Hours.
Students study both the developed and developing regions of the world, with an emphasis on an awareness of prevailing conditions and emerging issues, including the diversity of ideas and practices in various regions. Major topics include culture, religion, language, landforms, climate, agriculture, and economic activities.

GEOG 413. Cultural Geography. 3 Hours.
This course involves an in-depth study of major topics in human and cultural geography, ranging from religious values in the landscape, the political partitioning of earth space, to an exploration of the spatial aspects of popular culture. Students will be involved in the selection of topics.
Government (GOVT)

GOVT 189. Individual Study. 1 Hour.
This course provides individual instruction. Students may repeat the course when topics vary.

GOVT 2107. Federal and Texas Constitutions. 1 Hour.
This course is a study of the United States and state constitutions, with special emphasis on Texas.

GOVT 2301. American Government I: Federal & Texas Constitutions. 3 Hours.
This course, along with GOVT 2302, comprises an introduction to the study of politics and government in the United States and Texas. This course examines the development and application of U.S. and Texas constitutional governments. Topics discussed include political theory, U.S. and Texas constitutions, federalism, civil liberties and civil rights, different branches of government, and policy-making.

GOVT 2302. American Government II: Federal & Texas Political Behavior. 3 Hours.
This course, along with GOVT 2301, compromises an introduction to the study of politics and government in the United States and Texas. This course examines the evolution and current state of political behavior. Topics include an examination of political culture, public opinion, the media, political participation, voting, campaigns, elections, political parties, and groups.

GOVT 289. Individual Study. 1 Hour.
This course provides individual instruction. Students may repeat the course when topics vary.

Health Science (HSCI)

HSCI 1106. Safety, First Aid, and CPR. 1 Hour.
This course is an introduction to the current standards and techniques for first aid and provides information on the prevention of accidents, functional first aid knowledge, and the skills to care for basic emergencies, obstructed airways, rescue breathing, and CPR. Students will have the option of American Red Cross certification in adult or child CPR, responding to Emergencies First Aid, and/or Automated External Defibrillation.

HSCI 1323. Nutrition and Health. 3 Hours.
This course will emphasize the role of nutrition in health promotion and maintenance. Sources and roles of nutrients and the processes of ingestion, digestion, absorption, and metabolism of nutrients provide the foundation of the course. The student will perform a nutritional assessment and apply nutritional guidelines and food safety to self and others and analyze nutritional facts and myths. Cultural, religious and ethnic differences, age-related nutritional needs, and an examination of nutrition myths will be integrated. The course will include an introduction to clinical nutrition.

HSCI 346. Wellness and Holistic Health Practices. 3 Hours.
This fully online course is an introduction to the practice of holistic health practices as they relate to one's own state of wellness. Health and harmony of the body, mind, and spirit to obtain a richer state of health balance will be emphasized. This class will explore how complementary and alternative therapies can be used to create and support a state of balance within yourself and with your environment. Local, regional, and state complementary and alternative medicine resources will be discovered and identified. Cross listed with HSCI 546.

HSCI 347. Foundations of Health Care Ethics. 3 Hours.
This course introduces undergraduate students to health care ethics. It includes the philosophical underpinnings of health care ethics, examples of health care dilemmas, and examples of legal documents that are important during the course of health care delivery. Some of the topics discussed include, but are not limited to, euthanasia (active and passive), hospice, abortion, patient rights, the refusal of chemotherapy, and medical use of marijuana for adjunctive cancer pain treatment.

HSCI 348. Introduction to Health Policy. 3 Hours.
This course will provide experiential learning to explore a health care advocacy or policy project at the local, regional, or national level. This project-based learning will enable the student to work policy makers and interdisciplinary providers to solve a healthcare issue.

HSCI 434. Healthy Aging. 3 Hours.
This course will provide an overview of issues related to public health and aging and will explore in-depth information regarding the health issues of aging individuals, including physical health, psychological health, legal and ethical issues of health, and Medicare/Medicaid. The course will continue to cover the concept of successful aging, the implications of chronic illness and disability for public health, health promotion for older adults, and other topics central to public health in an aging society. Prerequisite: HSCI 346.

HSCI 546. Wellness and Holistic Health Practices. 3 Hours.
This fully online course is an introduction to the practice of holistic health practices as they relate to one's own state of wellness. Health and harmony of the body, mind, and spirit to obtain a richer state of health balance will be emphasized. This class will explore how complementary and alternative therapies can be used to create and support a state of balance within yourself and with your environment. Local, regional, and state complementary and alternative medicine resources will be discovered and identified. Cross listed with HSCI 346.

HSCI 547. Foundations of Health Care Ethics. 3 Hours.
This course introduces undergraduate students to healthcare ethics. It includes the philosophical underpinnings of healthcare ethics, examples of healthcare dilemmas, and examples of legal documents that are important during healthcare delivery. Some of the topics discussed include, but are not limited to, euthanasia (active and passive), hospice, abortion, patient rights, the refusal of chemotherapy, and medical use of marijuana for adjunctive cancer pain treatment.
HSCI 548. Health Policy. 3 Hours.
This course will provide experiential learning to design, develop, and implement a health care advocacy or policy project at the local, regional, or national level. This project-based learning will enable the student to work with policy makers and interdisciplinary healthcare providers to solve a healthcare issue.

History (HIST)

HIST 1111. Cathedrals, Castles, & Monasteries: Medieval Architecture and Engineering. 1 Hour.
This one-credit seminar introduces students to the fascinating and complicated world of medieval architecture and engineering.

HIST 1301. United States History I. 3 Hours.
This is a course that studies the historical development of the United States to 1877. Students will study the people, events, and ideas that influenced United States history in the Colonial, Revolutionary, Early National, Jacksonian, Civil War, and Reconstruction eras. Readings, lectures, and discussions will consider the American experience as a unique experiment in enlightened liberty and self-government.

HIST 1302. United States History II. 3 Hours.
This is a course on the historical development of the United States since 1877. Students will study the people, events, and ideas that influenced United States history in the Gilded Age, Progressive Era, Roaring Twenties, Great Depression, New Deal, Second World War, and Postwar Era. Readings, lectures, and discussions will consider the American experience as a unique experiment in enlightened liberty and self-government.

HIST 2321. World Civilization I. 3 Hours.
This course surveys world civilizations from the appearance of settled agricultural societies to the sixteenth century.

HIST 2322. World Civilization II. 3 Hours.
This course surveys the major political, cultural, economic, social, and intellectual developments from 1500 to the present.

HIST 310. The Ancient World. 3 Hours.
This course is a survey of Mediterranean civilizations to the fall of the Roman Empire with emphasis on the histories of Greece and Rome.

HIST 311. Augustus Caesar to Charlemagne: Europe in the First Millennium. 3 Hours.
This course examines the history of Europe from the birth of the Roman Empire under Augustus Caesar to the creation of Charlemagne’s Empire in the ninth century. Along the way, we will discover how the Romans and their Germanic neighbors shaped the realm that was to become “Europe” and laid the foundation for the creation of the medieval world. Topics covered will include the origins of Christianity and Islam, the development of the Christian church, the creation of European kingship, the evolution of a European aristocracy, and the collapse of the Mediterranean economy.

HIST 312. Medieval Civilization. 3 Hours.
This course is a survey of the heritage of the Middle Ages, emphasizing the growth of political, social, economic, cultural, and religious institutions.

HIST 314. Renaissance and Reformation. 3 Hours.
This is a course devoted to the study of the nature and origin of the religious, social, economic, cultural and religious institutions.

HIST 328. Colonial and Revolutionary America, 1492-1789. 3 Hours.
This course examines the development of the British colonies in North America through the eighteenth century, the American Revolution, and the establishment of the institutional foundations of the new American Republic during the Confederation period.

HIST 330. History of Nazi Germany. 3 Hours.
This course examines the social, economic, and political forces that led to the rise of the Nazi Party in the 1920’s, its seizure of power in the 1930’s, and its downfall in the 1940’s after initiating a devastating world war. Students will analyze why so many Germans were drawn to Adolf Hitler’s leadership. The course will also examine other topics such as anti-Semitism, the collapse of democratic Weimar Republic, World War II, and the Holocaust.

HIST 350. The History of the Vietnam War through Narrative Film. 3 Hours.
This course studies America’s involvement in the Vietnam War from the 1940’s to the 1970’s and the legacy of the war in Southeast Asia and in America to the 21st century. Participants will study these events through lectures and discussions and through narrative films that provide a historical perspective of the war.

HIST 352. Europe, 1920 to the Present. 3 Hours.
This course is an interpretation of the far-flung events and movements of European history since the First World War. Special emphasis is placed on the rise of Communism, Fascism, Nazism, the Second World War, the Cold War, and recent developments in European history.

HIST 416. Sex, Swords, & Sorcery: The Medieval World in Anglo-American Film. 3 Hours.
The Medieval World has been fascinating audiences of cinema since the earliest days of Hollywood. From figures such as King Arthur and Robin Hood to settings such as Camelot and England, film-makers have remade the Middle Ages to suit their own interests and ideals. This course allows students to view and analyze a number of films about the medieval period and medieval characters in order to better understand how and why we consistently re-imagine the Middle Ages.

HIST 419. American Social and Intellectual History. 3 Hours.
This course is a survey of the social and intellectual currents and ideas that influence and inform the American people.
HIST 428. The United States in the Twentieth Century. 3 Hours.
This course develops an understanding of the various forces that influence contemporary society. The major themes of industrialization and international involvement provide the framework within which modern America emerges on the world scene.

HIST 434. The Civil War and Reconstruction, 1850-1877. 3 Hours.
This course examines the political, social, and constitutional origins of the American Civil War; military, political, and social history during the war years; and the reconstruction of the Southern States.

HIST 445. The World of King Arthur and Robin Hood. 3 Hours.
This course examines the history of the British Isles through two of its most popular figures—King Arthur and Robin Hood. Students will study the settings for each figure—the early medieval period for the “historical” Arthur, the high medieval period of the “literary” Arthur, and the late medieval period for Robin Hood.

HIST 450. Latin America-The Colonial Era. 3 Hours.
This course is a survey of the social, economic, political, and religious forces that shaped Latin America through the independence movements of the nineteenth century.

HIST 451. Modern Latin America. 3 Hours.
This course will study the major historical developments of Latin America since the beginning of the nineteenth century and provide students with a general history of Latin America.

HIST 453. Voices of the Spanish Conquest in the Americas. 3 Hours.
This course focuses on the Spanish conquests of the Americas fifteenth and sixteenth centuries. Students will read a variety of primary documents and peer-reviewed texts to examine how Spanish conquests in the Americas shaped the social, economic, political, and religious development of Latin America.

HIST 454. The Culture and History of Mexico. 3 Hours.
This course surveys the major political, cultural, economic, social, and intellectual developments of Mexico from Pre-Columbian times to the present, and examines how Mexicans today interpret and celebrate their rich and diverse heritage.

HIST 460. Cultural History of Texas. 3 Hours.
This course is a study of the historical, political, and economic forces that have shaped the cultural identity of Texas from Native American prehistory through the Spanish conquest, republic independence, statehood, confederacy, and reconstruction to a major role in the emergence of the New South and the new economy.

HIST 462. Modern German History. 3 Hours.
This course examines the history of the German people from the unification process in the 19th century through dramatic history of war and reconstruction in the 20th century.

HIST 470. Twentieth Century Asia. 3 Hours.
This course is a survey of major political, social, and cultural forces that have shaped the history of Asia in the Twentieth Century.

HIST 489. Individual Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

HIST 490. Internship. 3 Hours.
The history internship offers students an opportunity to work in the Texarkana Museum System. Students will participate in a variety of tasks which will provide them an introduction to museum and archival work. To enroll, students must be History or Education majors, have an overall grade point average of 2.75 or higher, and have completed 15 SCH of college history courses with a grade point average of 3.00 or higher. Only currently enrolled students who are seeking a degree may apply for the internship course.

HIST 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

HIST 500. Historiography. 3 Hours.
Historiography is the study of the principles, theory, and history of historical writing. The first half of this course examines historiography in the broadest sense of the word, with students reading about different perspectives and schools of analysis. The second half of this course focuses on historiography in its narrower sense, requiring students to research a variety of approaches, methods, and interpretations employed by historians on a particular topic. Based on their historiographic and bibliographic research of a selected topic, students are required to write a paper.

HIST 501. Methods and Principals of Historical Research. 3 Hours.
This course examines the methodology of historical research. Participants will research and write a paper on a selected topic.

HIST 510. Knights and Samurai: Medieval Warrior Cultures. 3 Hours.
Warrior elites are common in the history of human societies, especially during the medieval period of Europe and Japan. Students will study the ideological, social, cultural, religious, and political influences on the development of these cultures and will gain an understanding of how they developed, flourished, and decayed.

HIST 520. Readings in the History of Colonial American. 3 Hours.
Students will read books, write reviews, and critically evaluate research in the history of Colonial America.
HIST 525. The Decline and Fall of the Roman Empire. 3 Hours.
This course will focus on the Roman Empire and its neighbors in the Mediterranean world from the first through eight centuries A.D. Topics will include the conflict between paganism and Christianity, Constantine’s conversion of classical culture, Rome and the barbarians, the military collapse of the western empire, asceticism and monasticism, women in late antiquity, and the origins of Islam. All of these topics will be considered within the framework of the end of the Roman empire, though students will have great latitude to develop research projects covering any topic within the period and scope of the course.

HIST 530. Readings in the History of the American Civil War. 3 Hours.
Students will read books, write reviews, and critically evaluate research in the political, social, and military history of the American Civil War.

HIST 535. Crusades, Councils, and King Arthur: Europe in 1215. 3 Hours.
1215 was a seminal year in the history of Europe. Three broad trends in medieval history and culture all reached a confluence around this date: the signing of the Magna Carta, the Fourth Lateran Council, the crusading movement, and the writing of the Lancelot-Grail cycle. Students will examine how each of these events came to be in their effects. This will allow careful study of medieval governance and law for both kings and the medieval church, as well as the development of medieval culture and literature.

HIST 550. The Vietnam War. 3 Hours.
Students will read books, write reviews, and critically evaluate research in the political, social, and military history of the Vietnam War.

HIST 555. American History and American Films. 3 Hours.
Students study how American films can be used to better understand American history and how some films have influenced American history.

HIST 556. History of Early Texas and the U.S.-Mexican War. 3 Hours.
Through selected readings, students in this course study the social, economic, and political history of Mexican Texas, the Texas Republic, and the U.S.-Mexican War.

HIST 570. Popes, Paupers, and Heretics: The Christian Church in the Middle Ages. 3 Hours.
The Christian church was one of the most important forces in the shaping of medieval Europe. This course will allow students to study the medieval church from a variety of perspectives. Topics covered will include rise of the Papacy, the development of monasticism, the office of the bishop, lay, piety, religious literature, and the codification of canon law and religious dogma. Students will learn that, far from the monolithic institution so often caricatured in later accounts, the medieval church was a vibrant institution, rife with internal arguments and tensions.

HIST 557. Latin American History thru Films. 3 Hours.
The course examines Latin American history through cinema. It will provide background on certain historical events and analyze how films have portrayed and interpreted such events. To enhance analysis of the screened films, the assigned readings play an important role in the course.

HIST 572. Colonial Spanish American. 3 Hours.
This course examines the social, economic, political, and religious forces that shaped colonial Latin America. Special emphasis will be given to the era of encounter and conquest, with later colonial eras examined in the second half of the course.

HIST 573. Readings in Mexican History. 3 Hours.
Students read a variety of materials to examine the social, cultural, economic, and political history of Mexico.

HIST 580. Asian History. 3 Hours.
Readings in the history of 20th century Asia study some of the religious, cultural, social, and political issues that influence 20th century Asian history. Students are required to read four books with sufficient proficiency to write an intellectually sound analysis. For three of the books, students will make an oral presentation and respond to class questions. Students will participate in colloquia in which their colleagues read books on similar topics. The goal is that all of the participants will have sufficient knowledge of a topic to inspire spirited verbal sparring in class. Class contributions will be evaluated.

HIST 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

HIST 590. Internship. 3 Hours.
The history internship offers students an opportunity to work in fields of study associated with a master’s degree in history. Students will participate in a variety of tasks which will provide them an introduction to fields of work in history.

HIST 597. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

Honors (HONR)

HONR 345. Advanced Academic Argument Seminar/Continental Philosophy. 3 Hours.
This is an examination of critical theory (a contemporary philosophical approach to ethical, aesthetic, political, epistemological, and ontological problems) that may include an individual author, group of authors, the study of a single school or movement, or another concentration. This course is writing intensive and emphasizes writing across the disciplines. Prerequisite: Student must be admitted to the Honors Program.

HONR 489. Independent Study. 1-4 Hours.
This course is individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. It may be repeated when topics vary. Prerequisite: Consent of faculty, coordinator, or department chair.
HONR 490. Internship. 3-6 Hours.
This course is an opportunity for Honors students to participate in hands-on learning. Prerequisite: Director or instructor approval.

HONR 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary. Prerequisite: Instructor permission.

Humanities (HUMA)

HUMA 1301. Introduction to the Humanities I. 3 Hours.
This stand-alone course is an interdisciplinary survey of cultures focusing on the philosophical and aesthetic factors in human values with an emphasis on the historical development of the individual and society and the need to create. This course is required for four-year honor students. (This course replaces PHIL 1301.)

HUMA 693. Field Study in US Cross-Cultural Diversity. 3 Hours.
This course serves to broaden students’ cultural and sociological perspective in education. The variability of religious practices, values, identity, language, and socio-cultural conditions of major US ethnic representative groups will be examined both in a global context and in reference to contemporary American society. The course provides students with strategies to use knowledge of ethnocentric variability and of the human conditions of these groups in order to make appropriate leadership decisions. It explores these issues through readings, discussions, lectures, films, case studies, and direct experience of the human experience of minorities in nearby communities or abroad. Cross-listed with EDLD 625, Field Study in National and International Cultural Perspectives. Prerequisite: Admission to the Doctoral program.

Instructional Technology (ITED)

ITED 315. Introduction to Instructional Technology. 3 Hours.
This course is designed to develop pre-service teachers’ skills to evaluate and make informed decisions for the integration of technology to support student learning. Learners will implement a lesson plan technique (GAME PLAN) for self-directed professional growth and leadership for appropriate use of classroom technology in a K-12 environment. Emphasis is placed on integrating the Google Education Suite into the learning environment.

ITED 350. Technology and Digital Literacy. 3 Hours.
This course is designed to assist students with developing skills for using web applications and mobile computing. The activities in this course assist students with promoting critical thinking and problem-solving skills by engaging them with digital tools being used in daily life. Topics covered include: technology in society, computers and digital components, the Internet—how it works and making the most of web resources, applications for work and play, and systems software—operating systems, utilities and file management, information technology ethics, understanding and assessing hardware, digital devices and media and protection, information technology careers, software programming, databases and information systems, networking and security.

ITED 426. Instructional Video Development. 3 Hours.
This course teaches principles of instructional video development including designing for learning objectives, effective audio and lighting techniques, video recording and editing. Course is cross-listed with ITED 526. Prerequisite: ITED 315 or ITED 350.

ITED 450. Website Design and ePortfolio Development. 3 Hours.
This course introduces the student to the concepts of web site development using basic web editors and presents CCS as a conceptual bridge to the technical aspects of web development. Students will use HTML as a beginning language in this course. Prerequisite: ITED 315 or ITED 350.

ITED 460. Introduction to Web-Based Instructional Content Development. 3 Hours.
This course teaches the principles and application of HTML and object-oriented programming using Java Script. Special attention is placed on fundamental programming techniques, concepts, and documentation as used in instructional software development. Prerequisite: ITED 450.

ITED 480. Management and Development of Instructional Technology Projects. 3 Hours.
This course presents the project development cycle used to plan, manage, and develop instructional technology projects. Students are taught to identify learning objectives, determine the appropriate technologies to accomplish those objectives and manage instruction technology project development through completion and evaluation. Cross-listed with ITED 580. Prerequisite: ITED 315 or ITED 350.

ITED 489. Independent Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

ITED 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

ITED 501. Instructional Technology Foundations. 3 Hours.
This course provides an introduction to the field of Instructional Technology (IT). It addresses the fundamentals of Instructional Technology, including the history of the field, instructional systems development (ISD) models, learning theories, instructional design theories, performance technology, trends and issues, and career opportunities. Prerequisite: Instructor permission required.
ITED 511. Teaching with Emerging Technologies. 3 Hours.
The Web 2.0 and other emerging learning technologies have the potential to provide effective and powerful learning environments in which learners can develop skills the information age require. This course explores innovative ways of utilizing emerging technologies to facilitate learning and to improve the way we teach. Topics include blogs, podcasts, wikis, online social networks, virtual worlds, and digital game-based learning. Prerequisite: Instructor permission required.

ITED 512. Evaluation in Instructional Technology. 3 Hours.
This course will focus on two main components: (1) formative and summative evaluation of instructional materials and (2) program evaluations in the field of instructional technology. Students will explore several aspects of conducting evaluations: planning and designing an evaluation, developing appropriate instruments, collecting and analyzing data, and communicating results and recommendations. Prerequisite: ITED 520.

ITED 520. Instructional Design and Development. 3 Hours.
This course provides students with experiences necessary to develop the knowledge, skills, and attitudes required for designing effective instruction that meets the needs of the information age. Students will explore the instructional systems development (ISD) process, from analysis through evaluation, and engage in authentic instruction design activities. This course replaces ITED 502 and 503. Prerequisite: Permission of the instructor.

ITED 521. Instructional Multimedia Design and Development. 3 Hours.
This course prepares students to develop the ability to apply theories of multimedia learning and design principles to multimedia design and produce an effective Web-based multimedia lesson. It addresses theoretical foundations, principles of multimedia learning, multimedia design process, interface design, typography, graphic design, audio and video production, and instructional animations. Prerequisite: ITED 520.

ITED 523. Online Learning and Teaching. 3 Hours.
This course focuses on two major components: (1) research on e-learning and (2) e-learning course development. Students will explore a variety of issues in online teaching and learning, conduct research, and engage in authentic design activities. The activities include developing a design document, interviewing SME's, developing content drafts, writing media scripts, and creating an online course. Prerequisite: ITED 520.

ITED 525. Designing Online Courses. 3 Hours.
This course develops students' ability to create effective online courses. It will focus learners' attention on unique characteristics and qualities of online courses. Learners will design effective experiences and materials to facilitate learning in a variety of online environments. The course is a good complement to ITED 523 - Online Learning and Teaching. It may be taken for an elective.

ITED 526. Advanced Instructional Video Development. 3 Hours.
This course teaches principles of instructional video development including designing for learning objectives, effective audio and lighting techniques, video recording and editing. It also explores effective use of video in the classroom or training setting. This course is cross-listed with ITED 426.

ITED 530. Research in Instructional Technology. 3 Hours.
This course provides an overview of research methodologies. It examines quantitative, qualitative, and mixed methods approaches. Particularly, it emphasizes the need for improving the knowledge base about instruction and focuses on research methods for building design theory. Students will explore diverse research methods, critique research articles and develop research plans.

ITED 532. Leadership in Educational Technology. 3 Hours.
This course aims to prepare students for leadership roles in the Instructional Technology field. It explores leadership theories and models and provides practical guidance for developing basic leadership skills. Beyond the basics, it also examines new roles and skills of leaders for facilitating technology transformation as well as for building learning organization. Cross-listed with AHED 532.

ITED 550. Adv Instr Web Site Development. 3 Hours.
This course introduces the student to the concepts of web site development using basic web editors and presents CSS as a conceptual bridge to the technical aspects of web development. Students will demonstrate competence through application of theories and concepts in a web design project. Students will use HTML as a beginning language in this course.

ITED 560. Introduction to Web-Based Instructional Content Development. 3 Hours.
This course teaches principles and application of html and object-oriented programming (using JavaScript). Special attention is placed on fundamental programming techniques, concepts, and documentation as used in instructional software development. Prerequisite: ITED 550.

ITED 580. Advanced Instructional Technology Project Management. 3 Hours.
This course introduces students to the basic processes of project management for instructional design projects. Students will learn about project development cycle, organizational issues, methods of planning, and techniques for managing the business and creative aspects of a successful instructional technology project. In addition, students will learn to use project management software for organizing, scheduling and monitoring project progress. Cross-listed with ITED 480.

ITED 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

ITED 590. Internship in Instructional Technology. 3 Hours.
This course is a supervised, field-based experience in which the student demonstrates ability to apply knowledge, skills, and dispositions acquired through program coursework, to the design, development, evaluation and implementation of technology-based instructional and training projects in a "real-life" work setting. The internship experience provides students the opportunity to apply theories, concepts, and principles of instructional technology to solving an instructional or a training problem in an authentic education or corporate setting. Prerequisite: Instructor permission required.
This course affords students the opportunity to undertake individual research. It is graded on a (S) Satisfactory or (U) Unsatisfactory basis. (6 SCH).

IS 518. Thesis. 6 Hours.
and portfolio concepts. The course is offered fall and spring terms. Pre-requisite: IS major and first semester of program entry.

IS 501. Interdisciplinary Studies Seminar. 1 Hour.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

Integrated Reading and Writing (INRW)

INRW 0398. Integrated Reading and Writing I. 3 Hours.
This course is a combined 3-hour lecture/lab performance-based course designed to develop students’ critical reading and academic writing skills by building fundamental reading skills through an increase in comprehension, vocabulary, study skills, and speed; providing an intense overview/review of the basic elements of modern English usage; and honing writing experience with attention to the basic mechanical and structural elements of the writing process. Students who do not score satisfactorily in Reading and/or Writing on the TSI will be required to take INRW I.

INRW 0399. Integrated Reading and Writing II. 3 Hours.
This course is a combined 3-hour lecture/lab performance-based course designed to develop students’ critical reading and academic writing skills by building intermediate reading skills through an increase in comprehension, vocabulary, study skills, and speed; providing an intense overview/review of the intermediate elements of modern English usage; and honing the writing experience with attention to the intermediate mechanical and structural elements of the writing process. Students who do not score satisfactorily in Reading and/or Writing on the TSI will be required to take INRW II. Prerequisites: INRW 0398 with a minimum grade of C or equivalent scores on an approved placement test.

Interdisciplinary Studies (IS)

IS 0089. Independent Study. 1-3 Hours.

IS 0300. University Student Success. 3 Hours.
This course explores the psychology of learning and success. It examines factors that underlie learning, success, and personal development in higher education. Topics covered include information processing, memory, strategic learning, self-regulation, goal setting, motivation, educational and career planning, and learning styles. It will cover techniques of study such as time management, listening and note taking, text marking, library and research skills, preparing for examinations, and utilizing learning resources. Included are courses in college orientation, the development of students, and academic skills that apply to all disciplines. IS 0300 is required of all Eagle Access students.

IS 1100. University Foundations. 1 Hour.
University Foundations serves as an introduction to higher education and is designed to assist first-year students become engaged members of the A&M-Texarkana academic community. This course assists students in acquiring essential academic success skills and developing a better understanding of learning processes. Focus is placed on the benefits of higher education and the expectations and values of the university. Students will examine factors that underlie learning, success, and personal development in higher education. No prerequisites. Required of all full-time year students new to the university, and students must successfully complete this course before enrolling in any upper division courses.

IS 325. American Culture: An American Perspective. 3 Hours.
This is an examination of selected historical aspects of American Culture, utilizing on-line primary sources. Students will be engaged in reading, discussing, and analyzing primary sources in five selected areas of American culture.

IS 395. Living in the 21st Century. 3 Hours.
Through reading, lecture, discussing, multimedia presentations, and research, the student will explore the major national and international issues that provide the challenges and opportunities for achieving success in a chosen career and in attaining life goals. Although course topics may vary, they include human diversity and multiculturalism, science, society and technology, economy and environment, human values, and professional ethics. (Formerly IS 495).

IS 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

IS 490. Strategies for Actions Research. 3 Hours.
As the summative course of the BAAS program, this course requires that students develop a research project with instructor approval. Because of the interdisciplinary nature of the BAAS degree program, individualized plans of research will be designed for each participant. Students will complete the following: (1) develop a research agenda on an approved topic; (2) conduct both a literature review and an action research plan of the topic within the context of a specified setting; and (3) complete both an oral and a written report. Prerequisite: Senior standing.

IS 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

IS 501. Interdisciplinary Studies Seminar. 1 Hour.
This course provides orientation to advanced interdisciplinary study by addressing the conceptual foundations and benefits of an interdisciplinary degree, in concert with tools for career exploration and development. Students will devise an official, customized degree plan integrating their areas of study, and begin a regimen of "readings" related to the anchor discipline. The course also provides a strong foundation for graduate scholarly inquiry and academic writing, using an interdisciplinary approach. Students begin work on their portfolios with preliminary information on artifact collection and portfolio concepts. The course is offered fall and spring terms. Pre-requisite: IS major and first semester of program entry.

IS 518. Thesis. 6 Hours.
This course affords students the opportunity to undertake individual research. It is graded on a (S) Satisfactory or (U) Unsatisfactory basis. (6 SCH).
IS 589. Individual Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

IS 590. Capstone Portfolio I. 1 Hour.
Portfolio I is the first course of a two-course sequence required for all MSIS majors. IS 590 addresses the goal and benefits of portfolios at the graduate level, the overall framework and components for developing an educational portfolio, and artifact collection and annotation. Portfolio I cannot be taken concurrently with IS 591 Capstone Portfolio Part II. Typically offered Fall/Spring. Prerequisite: IS 501.

IS 591. Capstone Portfolio II. 1 Hour.
This course is the second course of a two-course sequence required for all MSIS majors. The MSIS capstone portfolio satisfies the comprehensive assessment requirement for the degree and provides authentic, more direct evidence that a student has mastered program outcomes. This course provides instruction and guidance on the final compilation of the portfolio, including selecting and arranging artifacts that demonstrate mastery of program outcomes and other graduate student learning outcomes, concept mapping, and writing reflective narrative. Typically offered fall/spring. Prerequisite: IS 590, withing 12 SCH of program completion and in good academic standing.

IS 595. Research Literature and Techniques. 3 Hours.
This is a review of research studies produced by investigators in student's major field with emphasis on investigative and verification techniques employed. Students will demonstrate competence in using systematic research techniques by investigation and formal reporting of a problem.

IS 596. MSIS Research Project. 3 Hours.
This is an independent/directed study course wherein the student refines and completes a final project for the MSIS degree. The instructor and an outside evaluator will work with the student during the semester, with the student submitting rough drafts of the project throughout the semester. The student will be evaluated by their mentor and two additional faculty. The faculty will look for evidence that the student has mastered the learning outcomes expected in the MSIS program.

IS 597. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

Kinesiology (KINE)

KINE 1301. Foundations of Kinesiology. 3 Hours.
This course explores the broad spectrum of kinesiology as an academic discipline, fundamental concepts of movement, and physical activity. Specifically, this course is an introduction to the fundamental principles of human movement and their relationship to fitness and activity. The class also introduces students to the subdisciplines of Kinesiology that relate to Sport Psychology/Sociology, Motor Behavior/Motor Learning, Biomechanics, Exercise Physiology, Sport History, and Sport Pedagogy. The course is intended for entry-level students with career interests in human movement as it relates to motor performance, physical fitness, and sport-related activity.

KINE 1354. Concepts of Physical Activity. 3 Hours.
This course emphasizes the fundamental concepts of physical activity with a focus on the relationships of health, fitness, exercises, and athletic performance. Topics include information related to the need for continuing physical activity and its contribution to well-being, including procedures for assessing fitness levels in the various components of physical fitness and techniques used in developing physical fitness and optimal lifelong health and wellness among students. Physical activity is required.

KINE 2350. Physical Activity Skills I: Conditioning, Individual, and Dual Sports. 3 Hours.
The purpose of this course is to develop the techniques for sports conditioning and fundamental skills used in teaching individual/dual sports, recreational, and physical fitness activities. This course also focuses on the various stages of game skills development for a variety of activities. Physical participation is required.

KINE 2351. Physical Activity Skills II: Team Sports. 3 Hours.
The purpose of this course is to develop the techniques utilized in fundamental skills for team sports. Emphasis will be on developing the basic skills through observation, participation, and analysis of movement patterns appropriate for various skill levels. Students will be introduced to the basic skills of the selected team sports. Teaching considerations will be introduced throughout the semester regarding the instruction of team sports in physical education settings. Physical participation is required. Prerequisite: KINE 2350.

KINE 314. Teaching Methods in Physical Education I. 3 Hours.
A study of the movement approach to teaching physical education to elementary children with emphasis on developing content and methodology, teaching theories, and practices related to the learning of children's movement skills are discussed. Contents include the scientific basis for motor skill performance, curricular organization, and pedagogical methodology related to the elementary school physical education program. Students will engage in pre-practicum experience with children in an on-campus setting, focusing on improving teaching strategies and curriculum and teaching material development. Prerequisite: KINE 1354 and Junior/Senior standing.

KINE 315. Teaching Methods in Physical Education II. 3 Hours.
This is a course designed to enable the student to learn the processes of movements and skill acquisition of students in middle/secondary schools. Using state standards, it provides information related to curriculum selection and implementation of middle/secondary public school physical education programs. Students will demonstrate competencies in presentations utilizing various instructional strategies. Prerequisite: KINE 314 and Junior/Senior standing.
KINE 316. Administration of Kinesiology and Sports Programs. 3 Hours.
This course provides students with an understanding of the complexity involved in sport facility, event, and program management. An integrated study of the administration of traditional and contemporary kinesiology and athletic programs will be discussed. Philosophies and principles of the administration of kinesiology and athletic programs are applied to important areas such as personnel policies, leadership, facilities, equipment, record keeping, finance, legal implications, and program promotion. Prerequisite: Junior or Senior standing.

KINE 325. Exercise and Sport Psychology. 3 Hours.
This course is designed to give students an introduction to the important issues within the field of sports and exercise psychology. Students will gain knowledge of theories, concepts, and intervention techniques of sport and exercise psychology. Topics covered will include the history of sport psychology, behavioral principles, anxiety and motivation theory applied to sport, team dynamics, psychological skills training, the psychology of sport injury, and psychological factors that can affect performance in sport, physical education, and exercise settings. In addition, students will be taught about psychological strategies and techniques that can be applied to prevent or enhance the impact of psychological and emotional factors in an exercise and sport context. Prerequisite: Junior status or instructor approval.

KINE 331. Motor Development. 3 Hours.
This course focuses on human motor development including motor pattern characteristics, human growth, perceptual motor development, and fitness development across the lifespan. Socio-cultural influences on motor development will also be discussed. Theories and models of motor development are also featured in this course. Topics include physical factors that influence growth, maturation, and aging, process underlying perceptual-motor performance, and the interpretation and applications of motor research to human movement. The course will engage students through lecture, laboratory work, and problem-based learning activities. Prerequisite: Junior standing.

KINE 332. Program Development/Management in Fitness Industries. 3 Hours.
This course provides students with skills needed to develop, implement, and manage programs in fitness industry. Emphasis will be placed on the knowledge and strategies essential to the development of successful health and fitness programs. The course also provides an overview of the principles and practices of promotions and marketing in corporate, commercial, and institutional fitness industry. Topics include sport marketing planning, market segmentation, and identification of target market, motivational techniques, and administrative considerations. Prerequisites: KINE 1301 and Junior standing.

KINE 334. Test and Measurement in Kinesiology. 3 Hours.
This course is designed to provide students with the basic concepts in statistics, measurement, and evaluation in the physical education and exercise sciences. The course incorporates the application and interpretation of descriptive and inferential statistics for quantitative research, school grading, and children's fitness evaluation. Students will utilize computer-based statistical programs for statistics analysis. In addition, knowledge of general considerations for test selection, construction, and evaluation will also be covered. The course will engage students through lecture and laboratory experiences. Prerequisite: MATH 1314 and Junior standing.

KINE 341. Introduction to Kinesiology Research Methods. 3 Hours.
This course is designed to familiarize students with major research methods that are applicable to health, physical education, and sports science. Research design, data collection, analysis, validity, research procedures, and report writing will be covered. The course satisfies both the laboratory requirement for sports science and physical education experience. Knowledge acquired in this course will assist students in understanding the nature of the research process and various types of research methods. Students will develop the skills necessary for conducting a research project in health, physical education, and sports science. The format of the course will be a mixture of lecture, discussion, reading, and writing. Students are expected to be able to use various research methods to successfully complete a small individual or group research project. Prerequisite: MATH 1314 and Junior standing.

KINE 342. Kinesiology and Biomechanics. 3 Hours.
This course will equip participants with knowledge of the essential mechanical concepts and principles that govern human movement within a context of physical education and sports science. Through lecture, laboratory experience, problem-solving activities, and other forms of learning in and outside the classroom, students will acquire practical biomechanical knowledge through the integration between the mechanical principles and the efficiency of human movement and interrelationships of biomechanics, musculoskeletal anatomy, and neuromuscular physiology. Prerequisite: BIOL 2401 and BIOL 2402.

KINE 345. Exercise and Chronic Diseases. 3 Hours.
This course is designed to study individuals with chronic and acute health problems that interfere with participating in physical education and leisure activities. Special exercise testing and exercise program design/implementation considerations for individuals with common chronic diseases and disabilities will be discussed. Basic pathophysiology of various chronic diseases will be explored and studied. Prerequisite: KINE 343.
KINE 436. Motor Skills for Special Populations. 3 Hours.
This is an experiential course designed to introduce students to the world of adapted physical activity, leisure, and sports for individuals with special needs. Students will gain an overview of the various sports, recreational, and physical activities available in kinesiology setting. Students will be introduced to the basic theoretical and practical knowledge for adapting activities/equipment appropriately to meet the unique needs of a variety of special populations. Principles, guidelines and strategies for motor skill, and activity instruction will be gleaned through hands-on participation, class discussions, and individual/group project. Practical considerations for conducting motor skills programs for individuals of all ages with disabilities will also be included. Prerequisite: KINE 331.

KINE 437. Internship in Kinesiology. 3 Hours.
The student internship is designed to help students to integrate and apply the knowledge and skills they have gained in earlier stages of the program to the real-life workplace environment and requirements. As an important learning experience, students will be expected to engage in reflection and analysis on their internship experience with regard to kinesiology and sports science. The internship provides practical experience of the challenges faced in the workplace and will assist students in making decisions regarding their career path. The students and the university supervisors will develop a contractual agreement which provides for a minimum of 120 clock hours of specific learning experiences on or off campus. Prerequisite: KINE 343, KINE 331, and Senior standing.

KINE 443. Exercise Testing and Prescription. 4 Hours.
This course provides the knowledge of how to assess aerobic capacity, cardiorespiratory endurance, muscular strength and endurance, flexibility, body fat, pulmonary function, and blood pressure and evaluate the results. Emphasis is placed on design and implementation of exercise programs for healthy and special populations based upon appropriate screening and evaluation procedures. The application of both laboratory and field-based tests will be covered in lectures and laboratories. The theory and practice of designing individualized and group exercise prescription is covered. The course includes clinical observation and laboratory experiences. Prerequisite: KINE 343.

KINE 489. Individual Study. 1-4 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

Leadership (LEAD)

LEAD 1101. Foundations of Leadership. 1 Hour.
Leadership begins with intentional student development assisting and facilitating students in understanding their learning as they become effective contributing members of their communities. To begin their study of leadership, students will develop a personal philosophy of leadership that includes an understanding of self, others, and their institution. This course will provide the foundation of how personal attributes and institutional knowledge contribute to leadership development.

LEAD 1201. Student Leadership Challenge. 2 Hours.
This course will provide the foundation for students to develop as leaders by utilizing research-based leadership literature and practices. A focus on community and university service is woven throughout the course. This course is typically taken after LEAD 1101 during the second semester of the freshmen year.

LEAD 289. Independent Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

LEAD 305. Introduction to Leadership: Concepts and Practices. 3 Hours.
This course is designed to provide a basic introduction to leadership by focusing on what it means to be a good leader. Emphasis in the course is on the practice of leadership. The course will examine topics such as: the nature of leadership, recognizing leadership traits, developing leadership skills, creating a vision, setting the tone, listening to out-group members, overcoming obstacles, and addressing values in leadership. Prerequisite: Junior or Senior standing.

LEAD 310. Leadership Theory and Practice. 3 Hours.
This course introduces leadership theory and practice. Students will develop an understanding of the behaviors and characteristics of leaders through the examination of current leadership models.

LEAD 400. Leadership and Gender Issues. 3 Hours.
This course is to present an overview of the historical impact women have endured in leadership roles in America, comparing and contrasting the male and female role and of the challenges women face in attaining and successfully embodying leadership roles. The course will include content over the authority and influence as they apply to women in particular- will explore how wisely and well leadership is exercised, by women. This course will include: throughout history women have had less access to leadership roles than have men; that the reasons for this diminished access are numerous and complex; that as a simple matter of equity women should have greater access to leadership roles in the future than they have had in the past and, for that matter, than they do in the present; and, finally, that so far as leadership is concerned, women have challenges that uniquely are theirs.

LEAD 414. Organizational Training and Development. 3 Hours.
An introduction to the field of Employee Training and Development and processes involved in improving individual and organizational performance. Specific topics include: the role and required competencies of the training specialist, methods of conducting needs assessment, task analysis, program development, theories on adult learning and performance, career development planning, and evaluating education and training with application to the for-profit and non-profit sections.
LEAD 415. Organization Development and Change. 3 Hours.
This course introduces the discipline of organizational development and leadership, specifically as it applies to non-profit agencies, including definitions, values, ethics, and organizational development as a normative process. Change theory and practice and the role of the change agent/organizational development professional are examined. Traditional organizational development interventions and current applications of organizational development thought are surveyed.

LEAD 420. Community Leadership. 3 Hours.
This course defines the nature of community leadership and examines the process of non-positional or grassroots leadership development from within communities and organizations. Students will study how and why ordinary people emerge as leaders and choose to remain committed to the common good despite cynicism and the shift in availability of economic resources. Prerequisite: Junior standing.

LEAD 430. Leadership and Followership. 3 Hours.
This is a senior level course on Followership and Leadership with the purpose to educate students on the importance of the dynamic relationships between leadership and followership. This course requires an intense reading and research agenda. Followership is critical to each individual’s leadership development. The course is designed to correct the over-emphasis on leaders and misguided and even mistaken under-emphasis on followers - in the workplace and in the society at large. The general subject has two primary purposes: One is theoretical - to provide students of leadership and now followership with a new and different lens through which to view the leader-follower relationship. The other is practical - for in real life we are followers much more often than we are leaders. This does not mean that we are without power and/or influence. Therefore, the following questions will be addresses of how subordinates can and should relate to their superiors: Who exactly is a follower? Why do we follow? How do leaders and followers relate? What are the differences among followers? What do leaders need to know about followers? And what are the distinctions between good and bad followers? The presumption is that in order to understand leadership, we need take into account not only those who exercise power, authority, and influence; but also those on whom power, authority, and influence are being exercised. There is another presumption as well: that to instruct on good followership is as important to the common good as it is to instruct on good leadership (Kellerman, 2008).

LEAD 450. Team Leadership. 3 Hours.
This course examines the design, management, and leadership of teams in organizational and community settings. The focus is on the interpersonal processes and structural characteristics that influence the effectiveness of teams. The purpose of this course is to understand the theory and processes of group and team behavior so groups can be more effective, efficient, and enjoyable.

LEAD 489. Independent Study in Leadership. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

LEAD 490. Leadership at the National Level-Presidental Centers. 3 Hours.
This course is designed to provide an active learning experience for students to understand the leadership dynamics of the presidency, congress, and non-profit organizations. Dialogue and discussion will include foundation and leadership styles of former presidents and former and current government leaders. Dialogue and discussion will take place with federal elected officials and top administrators at the national level in their respective roles. Analysis of the different leadership styles in public office is required. Students will witness leadership in the presidential centers and surrounding areas.

LEAD 497. Special Topics in Leadership. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

Management (MGT)

MGT 2330. Industrial Project Management. 3 Hours.
This course provides an introduction to the Critical Path Method and Program Evaluation and Review Technique. The course covers project planning and control methods; activity sequencing; time-cost trade-offs; allocation of manpower and equipment resources; scheduling activities; and computer analysis for PERT/CPM with emphasis on MS Project. Development of work breakdown structures, analysis of case studies, development resource relationship worksheets and the study of real-life project issues will be utilized as homework and as hands-on exercises.

MGT 300. Personnel Management Evaluation and Development. 1 Hour.
This course is designed to provide a foundation in the psychology of strength development, as well as, an understanding of how "quality" products and/or services are directly linked to the management of personnel through a lead-management model. Students will be introduced to actual conversational techniques and strategies that will empower the worker and the supervisor. Students will be directly involved in hands on practice of these techniques.

MGT 301. Personnel Management: Cultural Change and Innovation. 1 Hour.
This course focuses on providing an understanding of the skills necessary to achieve organizational change through innovation and cultural diversity. Topics include workplace diversity and diversity management, organizational culture, the nine GLOBE cultural dimensions, generational differences in organizations, and other related topics determined appropriate for employees and employers.

MGT 320. Supply Chain Management. 3 Hours.
This class discusses management of the supply and purchasing functions. This course explores how to determine price, quality assurance, selection of suppliers, negotiation, supplier consultation and training, and the legal and environmental aspects of purchasing and supply.

MGT 321. Organizational Behavior. 3 Hours.
This class examines the study of human behavior in complex organizations with emphasis on individual, small group, and inter-group behavior and how it affects and is affected by the organization in pursuit of organizational goals.
MGT 325. Business Statistics. 3 Hours.
This course introduces students to statistical methods used in addressing real world business problems. Topics covered include sampling distributions, confidence intervals, hypothesis testing, simple regression, and multiple regression. Appropriate computer resources will be used. Prerequisite: MATH 1342.

MGT 326. Labor Relations. 3 Hours.
This course discusses labor in the United States with emphasis on the historical development of unionism labor legislation, union structure, bargaining issues, contract negotiations and administration, and labor-management relations.

MGT 330. Logistics Management. 3 Hours.
This course explores concepts and systems designed to facilitate and control the movement of materials and parts through the procurement, production and distribution processes until they reach the final user. Topics include transportation, inventory control, materials handling, warehousing, customer service, order processing, planning and control.

MGT 366. Topics in Organizational Leadership. 3 Hours.
Leading organizations in a contemporary business climate is increasingly complex. This course focuses on the complexity of today's organization and the application of leadership in this environment. An important component of this class is the guest lecturers delivered by local organizational leaders. Prerequisite: Sophomore standing and MGT 395.

MGT 395. Principles of Management. 3 Hours.
This class is a study of management principles that apply to all types of business organizations with special emphasis on planning, organizing, staffing, and controlling.

MGT 438. Compensation Management. 3 Hours.
This course is a study of the total compensation management systems. Financial considerations are emphasized including the environment of the employer organization, organizational policies, job analysis, job evaluation and employee performance and appraisal. Non-financial compensation components are studied from the viewpoint of the work environment and job design. Prerequisite: MGT 395.

MGT 439. Business Strategy and Policy. 3 Hours.
In this capstone course students apply and integrate prior knowledge, i.e., accounting, finance, management, marketing, and economics. It also focuses upon the strategic process: the systematic analysis of changing conditions and the adapting of goals, strategies, and policies to meet organizational opportunities and threats. Prerequisite: ACCT 325, FIN 354, MGT 395, MKT 363, and senior standing business major.

MGT 444. Field Experience in Business. 3 Hours.
Working with a business on a consulting basis, students identify and analyze problem area(s) while gaining experience in business problem solving and project management. Students are expected to define the project and utilize appropriate methodology. At the conclusion a formally written report is prepared and an oral presentation is made to the business owner. Prerequisite: MGT 395 and Senior standing.

MGT 446. Entrepreneurship. 3 Hours.
This class is an examination of the characteristics of a successful entrepreneur as a person who has the need to build and create something new. Emphasis is on the application of entrepreneurship to small businesses, new ventures, established businesses and franchises. Prerequisite: MGT 395.

MGT 465. Production and Operations Management. 3 Hours.
This class is an introduction to the problems and practices involved in the manufacturing and service industry. Topics include production and operations strategies, facilities location and layout, production planning and scheduling, inventory management and quality control. Prerequisite: MGT 395.

MGT 475. Management Science. 3 Hours.
This course is a survey of modern quantitative techniques in business decision-making. The application of both deterministic and probabilistic models is included. Prerequisite: MATH 1342.

MGT 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

MGT 495. Human Resource Management. 3 Hours.
This course explores the principles, policies, and practices currently related to the organization and administration of a human resource management department; employment, promotion, and retirement; comparative analysis of such human resource practices as performance evaluation instruments, job evaluation, safety and welfare programs. Prerequisite: MGT 395.

MGT 498. Human Resource Selection. 3 Hours.
Selection is the process of collecting and evaluating information about an individual in order to extend an offer of employment. Such employment could be either a first position for a new employee or a different position for a current employee. The selection process is performed under legal and environmental constraints and addresses the future interests of the organization and of the individual. Prerequisite: MGT 495.

MGT 508. Strategic Planning. 3 Hours.
This course provides an overview of strategic planning including its nature, scope and development as a critical area of management education and of the steps in the strategic planning process.

MGT 510. Leadership in Management. 3 Hours.
The course examines models of leadership in organizations and allows the student to explore leadership in personal, group, strategic, and global contexts. The course uses a flexible leadership model to help students and practicing managers understand and apply the principles of leadership.
MGT 515. Production and Operations Management. 3 Hours.
This class is an introduction to the management of production and operations functions in manufacturing and service organizations. This includes the development of problem solving and decision-making skills directed towards structuring complexity and uncertainty. Special emphasis will be given to the strategic impact of production and operations decisions and the interfaces between operations and the other functional areas of a firm.

MGT 527. Managerial Policy and Strategy. 3 Hours.
This is a capstone course requiring the application and integration of principles from various business disciplines including accounting, finance, marketing, management and economics in the solution of managerial problems and the development and implementation of corporate strategies in a changing environment. It must be taken during the last semester of enrollment.

MGT 531. Management Strategy in the Energy Industry. 3 Hours.
This course identifies current issues and potential problems that can impact growth and sustainability of ventures in the energy industry. To address these issues and minimize the impact of potential problems, the course provides a model and process for strategic planning including its nature, scope, elements and development as a critical area of management in the industry.

MGT 532. Risk Management in the Energy Industry. 3 Hours.
This course is designed to reflect the dynamic nature of the field of risk management, present the timely issues of risk, and prepare students for long-term and effective management of risk in energy industry business undertakings.

MGT 540. International Business. 3 Hours.
This is an examination of the opportunities and challenges associated with doing business in the international arena. Special emphasis will be paid to strategies and structures of international business, the implications of international business for the functional areas of the firm, the complexity of managing and marketing in the international context due to environmental diversity, the management of financial and political risk, the international allocation of financial and productive resources, and the multinational firm.

MGT 575. Management Science. 3 Hours.
This course will introduce a variety of quantitative techniques for management decision-making problems. The emphasis will be placed on how to formulate a real world problem into an appropriate mathematical model, and how to derive a solution to the established model. The course focuses on linear deterministic models and requires hands-on use of some computer software packages.

MGT 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

MGT 592. Human Resource Methods. 3 Hours.
This is a graduate seminar for the study of selected procedures in human resource management such as job analysis, wage and salary surveys, fringe benefit administration, selection techniques, and performance appraisal systems.

MGT 594. Organizational Behavior. 3 Hours.
This course is a study of significant behavioral science research and the practical applications of this research in managing individuals and organizations. Primary topics include group dynamics, organizational development, motivation, decision-making, leadership and personal growth and development.

MGT 597. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

Management Information Systems (MIS)

MIS 302. Enterprise Resource Planning. 3 Hours.
This course provides an overview of enterprise systems and supply chain business processes, and introduces students to how enterprise systems are used to manage supply chains and make effective business decisions.

MIS 305. Electronic Commerce. 3 Hours.
This course is a study of the practices and methods used in implementing electronic commerce business solutions. Topics will include logistics and support activities, electronic data interchange, electronic supply chain management, and implementation issues. The auction process and web auction strategies will be discussed. Prerequisite: MIS 360.

MIS 308. Project Management. 3 Hours.
This class is a study of the practices and methods used in managing projects. Project elements such as scheduling, organizing, implementing, control, and assessment will be discussed. The course focuses on using project management techniques appropriate for information systems projects.

MIS 310. Mobile Application Development. 3 Hours.
This course will introduce students to application development for mobile devices. Students will learn about implementation, software design, and user-interaction design on the mobile computing platform. Students will also learn about concepts at the core of modern mobile computing, such as software and data distribution models and location awareness. The course focuses on using the iPhone OS as the development platform, but the concepts covered in the course apply to all mobile computing platforms. Students will be introduced to the swift programming language, the XCode programming environment, and the iPhone SDK and APIs.

MIS 360. Essentials of Management Information Systems. 3 Hours.
This course explores concepts of information systems management. Emphasis is placed on the theory and practice related to the development and operation of information systems in organizations. The course should be taken during the first year of enrollment.
MIS 362. Systems Analysis and Design. 3 Hours.
This is the study of the methodology for analysis and design of a business information system. Emphasis will be on critical analysis of existing systems and design of computer based systems. An actual systems analysis is required.

MIS 430. Website Development. 3 Hours.
Students utilize coding and Web development tools to create inter-linked Web pages.

MIS 450. Principles of Management Information Security. 3 Hours.
This course addresses aspects of information security. Topics include implications of databases, telecommunication systems, risk assessment, security policies, remote connections, authentication and prevention systems, foundations of cryptography, physical security issues, and appropriate counter measures. Reading and cases are used to increase depth of content and analytical perspective concerning law and ethics. Prerequisite: MIS 360.

MIS 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

MIS 512. Supply Chain Management Systems. 3 Hours.
The supply chain professional learns the basic techniques and concepts which includes building sales and operations plans. From this, the master schedule, material requirements planning, and distribution requirements planning records are tied to the manufacturing function from both the supplier, or the inbound side, and the customer, or the outbound side. Prerequisite: Admission into the MBA program.

MIS 514. Cyber Security. 3 Hours.
Study of the approach to Cyber Security management within an enterprise. Focus on the creation of a Cyber Security Management Program. Processes covered include, but are not limited to; Cyber Security Requirements, Governance, Cyber Defenses, Security Program Development, Risk Management, and Incident Response. Prerequisite: Admission to the MBA program.

MIS 515. Technology Project Management. 3 Hours.
This course examines techniques for managing technology-related projects with emphasis on Agile project management practices, teams, functions, planning, scheduling, pricing and estimating, cost controls, trade-offs, risk management, contracts, procurement, and quality. Prerequisite: Admission to Graduate program.

MIS 516. Information Resource Management. 3 Hours.
This course aims to provide a broad managerial overview of the issues, challenges, and opportunities related to the management and deployment of Information Systems (IS). Information is a critical resource that plays a major role in managerial decision-making and thereby it influences business policy and strategic planning. This course will examine the internal and external issues involved in Information Resource Management. Internal IS issues include the management of IS professionals, project teams, and the acquisition of hardware and software. External IS issues would include areas such as organizational structure, planning processes, and management control of IS resources. While students will learn about the emerging trends in the IS field such as, but not limited to, Project Management, Cloud computing, Enterprise Resource Planning, IT security, or business intelligence, the course will focus on two or three major contemporary areas relevant at the time of delivery of this course. Prerequisite: Admission into the MBA program.

MIS 528. Emerging Technologies in MIS. 3 Hours.
Students will examine technologies that have been identified as emerging and addresses their impact on business organizations and individuals globally through a study of contemporary literature. This is a Web-based course which requires PC skills. Prerequisite: MIS 360.

MIS 552. Information Systems Management. 3 Hours.
This course examines the information systems and technology topics that enable managers to make informed decisions regarding the application and implementation of technology in an organization.

MIS 577. Data Analytics. 3 Hours.
This course studies the use of accounting data to identify, analyze, and solve business problems. Examines the processes needed to develop, report, and analyze accounting data and the business risks related to data collection, storage, and use. Prerequisite: Admission into the MBA program.

MIS 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

Marketing (MKT)

MKT 300. Marketing the Organization. 1 Hour.
This course presents the concepts of marketing as it relates to organizations considering its nature, scope, elements, development, and the steps in the marketing planning process.

MKT 363. Marketing. 3 Hours.
This is an introductory course in marketing presenting the basic components of marketing including product promotion, pricing, and distribution of goods and services with a set of controllable and non-controllable environmental forces.

MKT 366. Marketing Promotion. 3 Hours.
This course is an analysis of the promotion networks of business firms to external publics. Emphasis is on enabling the student to appraise their effectiveness as marketing tools and their social and economic significance. Prerequisite: MKT 363.
MKT 416. International Marketing. 3 Hours.
Students survey the economic, cultural, and political-legal environments in which international marketing takes place, and examine marketing functions and their adaptations to those environments.

MKT 436. Marketing Research. 3 Hours.
Techniques of marketing research, research design, analysis and interpretation of marketing data, questionnaire building, and sampling methods are covered in this course. Emphasis is given to selected applications of marketing research. Prerequisite: MKT 363.

MKT 445. Retailing (EL). 3 Hours.
A study of managerial principles and practices of retail operations. This course covers store locations and layout, buying, pricing, promotion, services, and inventory control. This course integrates the principles of Experiential Learning and meets the criteria for field-work.

MKT 465. Sales Management. 3 Hours.
Policies, operation, coordination and control of marketing activities, with special emphasis on the selection and direction of sales personnel, are covered in this course.

MKT 467. Consumer Behavior. 3 Hours.
Students will examine the development of an accurate and comprehensive understanding of the consumer buying process and the important psychological variables that influence that process. Prerequisite: MKT 363.

MKT 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

MKT 505. Services Marketing. 3 Hours.
This course focuses on problems and strategies specific to service businesses. Problems such as inability to inventory, difficulty in synchronizing demand and supply, difficulty in controlling quality will be addressed. Strategies used by successful services marketers to overcome these difficulties will be discussed.

MKT 521. Marketing Management. 3 Hours.
This is an advanced marketing course utilizing an analytical approach to solving marketing problems involved in goal setting, planning, and strategies as they apply to product policy, pricing objectives, promotional objections, distribution policy and marketing research.

MKT 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

Mass Communication (MCOM)

MCOM 1111. Film Appreciation. 1 Hour.
Despite its longevity in our culture, the cinema is generally appreciated by the public as "successful" when it provides entertainment. This one-credit seminar will analyze film appreciation beyond "two-thumbs up" and the Rotten Tomato meter. While film appreciation is often subjective, it takes critical thinking, clear communication skills, and a historical understanding of the medium to provide it with substance.

MCOM 1112. The Art of the Comic Book. 1 Hour.
The American comic strip and its long-form successors - the comic book and the graphic novel - have only recently experienced a shift from the cultural gutter to the stars. This one-credit seminar will analyze this cultural evolution through a historical cultural emphasis while accounting for the narrative and stylistic developments of the medium.

MCOM 1113. Communication in Today's Media Saturated World. 1 Hour.
This one-credit seminar involves students in discussions and readings about media and communication in the 21st Century.

MCOM 1307. Introduction to Mass Communication. 3 Hours.
Introducing the fields of mass communication, this course surveys theory, law and ethics, history, social implications, and mass media industries.

MCOM 2310. Media Writing. 3 Hours.
Students will practice writing mechanics and apply writing skills to journalism, public relations, advertising, and broadcasting.

MCOM 2330. Introduction to Media Production. 3 Hours.
This course provides an introduction to video production in the context of film history and film as an artistic medium.

MCOM 2340. Introduction to Public Relations. 3 Hours.
Students will learn how to gather, analyze, organize, synthesize, and communicate information needed in the public relations profession.

MCOM 2350. Principles of Advertising. 3 Hours.
An examination of the role of advertising and how an advertising agency functions, this course surveys global issues impacting advertising and the increasingly global nature of advertising campaigns as well as the role of diverse cultures in selecting and targeting ad campaigns.

MCOM 2360. Publication Design and Production. 3 Hours.
A detailed overview of mass media publication design and production processes and techniques is provided in this course.
MCOM 2370. Introduction to American Film History. 3 Hours.
Students will study the technology, the industrial structures, the personnel, and the films that have marked the evolution of cinema in America from 1890s to the contemporary period from silent shorts, through the rise and fall of the Hollywood studio system, to the period of conglomeration and convergence that currently defines the industry.

MCOM 2380. Introduction to International Film. 3 Hours.
Students will study the technology, the industrial structures, the personnel, and the films that have marked the evolution of cinema internationally from the 1890s to the contemporary period from silent shorts to direct engagement and competition with Hollywood. Subtopics include Russian Formalism, German Expressionism, French Surrealism, Italian neo-Realism, the French New Wave, and the international rise of the art cinema in the 60s and 70s.

MCOM 289. Independent Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

MCOM 300. Mass Communication Theory. 3 Hours.
This course investigates the dominant theories of mass and mediated communication processes and effects, and the functions of theories in social scientific research related to media. Prerequisite: MCOM 1307 with a minimum grade of C, or concurrently with permission of instructor.

MCOM 305. Media Law and Ethics. 3 Hours.
The influence of constitutional rights, statutory restrictions, court precedents, self-imposed and public restrictions on news coverage and ethics of journalism will be examined in this course. Prerequisite: MCOM 1307 with a minimum grade of C, or concurrently with permission of instructor.

MCOM 306. Broadcast Radio News Production. 3 Hours.
An introduction to techniques of gathering, analyzing, and writing news and features for broadcast, this course also offers practice in interviewing, observation, and use of documentary references that include computer information retrieval and analysis skills. Prerequisite: MCOM 1307 with a minimum grade of C.

MCOM 310. Advanced News Writing and Reporting. 3 Hours.
This course is an advanced study in the methods used in gathering and writing news. Prerequisite: MCOM 2310 with minimum grade of C.

MCOM 311. Television News Production. 3 Hours.
Reporting, preparing, and presenting news for television will be practiced, along with discussion and practice in writing, videotaping and editing news for TV. This course also analyzes the use of photographs and graphics as visuals, the use of sound in TV news, and ethical challenges of the TV reporter and editor. Prerequisite: MCOM 1307 with a minimum grade of C.

MCOM 312. Photojournalism. 3 Hours.
This introductory photojournalism course focuses on the basics of light, camera operation, and the use of chemical and digital darkrooms, including spot news and feature photography as well as instruction in ethics, privacy and law. Prerequisite: MCOM 1307 with a minimum grade of C.

MCOM 315. Writing for Broadcast. 3 Hours.
Principles of writing for radio and television will be examined. Students will practice writing commercials, underwriter announcements, public service announcements and news. Prerequisite: MCOM 2310 with minimum grade of C.

MCOM 316. International Field Study in Journalism. 3 Hours.
Students will become familiar with media and political systems of another country. Ten-day travel to the country will be required. Course may be repeated one time for a different country of study. Prerequisite: MCOM 1307 with a minimum grade of C; course also requires travel outside of the United States.

MCOM 350. Mass Communication Research Methods. 3 Hours.
This course explains essential research skills required in mass communication professions, including fact-checking, source verification, interviewing, and basic statistical analysis. Prerequisite: MCOM 1307 with a minimum grade of C, or concurrently with permission of instructor.

MCOM 380. Advanced Professional Communication. 3 Hours.
As students progress in their professional careers, advanced public speaking and presentations may be key to their success. This course will help students prepare and deliver presentations typical of governmental, business, educational and civil settings with focus on interview skills and intercultural communication.

MCOM 410. Feature Writing. 3 Hours.
This course provides an introduction to the world of the magazine and what it takes to participate in that world as professionals with focuses on researching subjects in depth and long-form article writing. Prerequisite: MCOM 2310 with a minimum grade of C.

MCOM 411. Advanced Editing, Layout and Design. 3 Hours.
This course provides advanced layout and design skills required for Mass Communication professionals. Prerequisite: MCOM 2360 with a minimum grade of C.

MCOM 412. Copy Editing. 3 Hours.
This course covers editing for various media including the Web, broadcast, newspapers, magazines and corporate publications. Prerequisite: MCOM 2310 with a minimum grade of C.

MCOM 415. News Analysis and Opinion Writing. 3 Hours.
This study of editorials, commentary, reviews, news analysis, and criticism examines editorial boards, generating ideas for columns and writing books, theater and film criticism. Prerequisite: MCOM 2310 with a minimum grade of C.
MCOM 416. Television Production. 3 Hours.
The fundamentals of video production in a multi-camera studio and Electronic Field Production (EFP) environment are provided, including pre-production, production, direction and editing, including functions and responsibilities of the production crew and the equipment. Prerequisite: MCOM 1307 with a minimum grade of C.

MCOM 417. Advanced Video Production. 3 Hours.
This seminar deals with the theory of film and a practicum that results in a series of videographic criticism that brings together the theoretical readings of the course, a research subject, and film production technology. Students are expected to critically engage with readings in essay format and in-class discussion and to utilize them as a philosophical foundation for their visual essay.

MCOM 418. Concepts in Classical Film. 3 Hours.
Theories of film that marked the first fifty years of the field of Cinema Studies are discussed in this course. Topics and authors include: film language and film form (Sergei Eisenstein, Andre' Bazin), the relationship between film and reality (Siegfried Kracauer, Bazin), Film as a narrative art form (Tom Gunning, David Bordwell), authorship and genre (Andrew Sarris, Peter Wollen, Thomas Schatz, Leo Braudy, Rick Altman, and Robin Wood), and psychology and ideology (Christian Metz, Laura Mulvey).

MCOM 419. Popular Culture and Mass Communication. 3 Hours.
Theories of media studies that have broadened the scope of the field in the past thirty years are discussed in this course. Topics and authors include: comics studies (Scott McCloud), fan culture (Henry Jenkins), gender (Lynn Spigel), new media (Lev Manovich), race (Aniko Bodrogozky, Herman Gray), and television (John Caldwell, Raymond Williams).

MCOM 420. Advanced Photojournalism. 3 Hours.
Students will prepare for professional opportunities in print and new media. Students will learn to photograph news, portraits, features, and sports. Students will also become proficient in Adobe Photoshop. Prerequisite: MCOM 1307 with a minimum grade of C.

MCOM 425. Case Studies in Advertising. 3 Hours.
This course will introduce students to how paid advertising and unpaid media relations campaigns are planned, budgeted, and controlled. Prerequisite: MCOM 1307 and MCOM 2340, or MCOM 2350 with a minimum grade of C.

MCOM 430. Public Relations Campaigns. 3 Hours.
The development and presentation of a complete communication plan for a community organization is required in this course, with emphasis on researching public relation problems and opportunities, developing campaign objectives, planning public relations strategies and tactics, and specifying measures and approaches for evaluating campaign accomplishments. Theories, concepts, and techniques of public relations will be integrated into each campaign. Prerequisite: MCOM 1307 and MCOM 2340, or MCOM 2350 with a minimum grade of C.

MCOM 489. Independent Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

MCOM 490. Internship in Mass Comm (EL). 3 Hours.
This is a field-based course in which students have an opportunity to apply and demonstrate writing, editing, public relations, advertising, and layout and design skills in a real world setting. This course integrates the principles of Experiential Learning and meets criteria for internship. Prerequisite: MCOM 1307 with a minimum grade of C; enrollment limited to MCOM majors with senior status, except with instructor permission.

MCOM 491. Research in Mass Communication. 3 Hours.
This is a supervised course tailored to specific student interests. This course will give students opportunities for independent research, reading, and experimentation on relevant issues in mass communications.

MCOM 497. Special Topics in Mass Communication. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary. Prerequisite: MCOM 1307 with a minimum grade of C.

MCOM 505. Political Communication. 3 Hours.
This course covers the prevalent political communication theories and trends, the relationship between political institutions and the press both in the U.S. and in other countries, elections, debates, political campaigning and advertising, new media and politics, political socialization, education, politics and popular culture.

MCOM 510. International Field Study in Journalism. 3 Hours.
Students will become familiar with media and political systems of another country. Ten-day travel to the country will be required. Course may be repeated one time for a different country of study. Course requires travel outside of the United States.

MCOM 515. Advanced Public Relations Strategies. 3 Hours.
This course is a survey of theories of public relations and their practice by business, government, politicians, and non-profits. Assignments and discussions will emphasize case studies and the application of theory to provide an in-depth understanding of planning, executing, and evaluating a public relations campaign. Lectures and readings will cover a campaign's components: assessing the situation, developing key messages, delineating targeted publics, disseminating the message through various channels, and measuring effectiveness. Emphasis will be made on new media, social networks, blogs, and other communication platforms.

MCOM 520. Advanced Photojournalism. 3 Hours.
This course will prepare students for professional opportunities in both print and media. In addition, students will learn to photograph news, portraits, features, and sports. Students will also become proficient in Adobe Photoshop.
MCOM 589. Independent Study in Mass Communication. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

MCOM 590. Communication Practicum. 3 Hours.
This is a field-based course designed to provide students with an opportunity to put theoretical ideas they have learned in communication courses into practice. The practicum can be situated within nearly any setting where advanced communication skills are required, such as within the business and non-profit communities as well as a media enterprise. Students should be in their final semester to enroll in this course.

MCOM 597. Interpersonal Communication. 3 Hours.
This course is designed to teach students about interpersonal communication and the application of theoretical concepts to the analysis of interpersonal interactions, to become aware of individual strengths and weaknesses when functioning in interpersonal contexts, and to develop skills for more effective interpersonal relationships. It is cross listed with AHED 597 and is open to all graduate students.

Mathematics (MATH)

MATH 0300. Pre-Algebra. 3 Hours.
This course provides a study of the concepts and applications of arithmetic operations on whole numbers, fractions, and decimals, ratios and proportions, percentages, measurements, interpretation of graphs and statistics, geometry, exponents, algebraic expression, and problem solving. Students must complete the course with a C or better to receive credit. Calculators will not be allowed for use in this course. Placement will be determined by TSI readiness indicators.

MATH 0301. Elementary Algebra. 3 Hours.
This course provides a study of the concepts and applications of algebraic expressions, equations, inequalities, problem solving, polynomials and factoring, rational expressions and equations, systems of equations, graphing techniques, radical expressions and equations, and quadratic equations. Students must complete the course with a C or better to receive credit. Appropriate computer software and hand held technologies will be utilized. Placement will be determined by TSI readiness indicators.

MATH 0302. Intermediate Algebra. 3 Hours.
This course provides a study of the concepts and applications of rational expressions and equations, linear equations and inequalities, radicals, quadratic equations, and graphs. This course is intended for students who place below the minimum score on an entrance assessment test in mathematics. Appropriate computer software and hand held technologies will be utilized. Students must complete the course with a C or better to receive credit. Placement will be determined by TSI readiness indicators.

MATH 1314. College Algebra. 3 Hours.
This course provides a rigorous study of the concepts and applications of linear, quadratic, higher-order polynomial, rational, radical, exponential and logarithmic functions, and solving systems of equations using various methods. Additional topics such as sequences, series, probability, and conics may be included. This course is designed to prepare STEM majors for success in calculus. Appropriate computer software and hand held technologies will be utilized. Prerequisite: Must have satisfied the math portion of TSI. Placement will also be determined by the Math Placement Exam score.

MATH 1316. Plane Trigonometry. 3 Hours.
This course provides a rigorous study of the concepts and applications of sets, ordered relations, number intervals, trigonometric functions, radian measure, variations and graphs of functions, solutions of right and general triangles, identities, graphing, inverse functions, circular functions, vectors, complex numbers, polar and parametric equations. This course is designed to further prepare STEM majors for success in calculus. Appropriate computer software and hand held technologies will be utilized. Prerequisite: Must have satisfied the math portion of TSI. Placement will also be determined by the Math Placement Exam score.

MATH 1324. Mathematics for Business and Social Sciences I. 3 Hours.
This course provides a rigorous study of the concepts from college algebra (linear equations, quadratic equations, functions and graphs, inequalities), sets, probability, mathematics of finance (simple and compound interest, annuities), linear programming, matrices, and systems of linear equations. This course is designed to prepare students majoring in business or social science. Applications will be taken from management, economics, business, and sociology. Appropriate computer software and hand held technologies will be utilized. Prerequisite: Must have satisfied the math portion of TSI. Placement will also be determined by the Math Placement Exam score.

MATH 1325. Business Calculus. 3 Hours.
This course provides a rigorous study of the concepts of limits and continuity, derivatives, graphing and optimization, exponential and logarithmic functions, antiderivatives, and integration. This course is designed to prepare students majoring in business. Applications will be taken from management, economics, and business. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 1324 or MATH 1314 with a C or better.

MATH 1332. Contemporary Mathematics I. 3 Hours.
This course provides a study of the concepts and applications of sets, logic, number systems, number theory, relations, functions, probability and statistics. Applications will be taken from meaningful real-world examples that allow students to see how mathematics can be used by everyone to solve problems, not just by mathematicians and scientists. This course is designed for non-STEM, non-business majors. Appropriate computer software and hand held technologies will be utilized. Prerequisite: Must have satisfied the math portion of TSI.
MATH 342. Elementary Statistical Methods. 3 Hours.
This course provides a rigorous study of the concepts and applications of the collection, analysis, presentation, and interpretation of data and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Appropriate computer software and hand held technologies will be utilized. Prerequisite: Must have satisfied the math portion of the TSI.

MATH 350. Fundamentals of Mathematics I. 3 Hours.
This course provides a rigorous study of the concepts and applications of sets, functions, numeration systems, number theory, and properties of the natural numbers, integers, rational, and real number systems with an emphasis on problem solving and critical thinking. This course is designed for students seeking EC-6 teacher certification. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 1314 with a C or better.

MATH 351. Fundamentals of Math II. 3 Hours.
This course provides a rigorous study of the concepts and applications of geometry, probability, statistics, and measurement with an emphasis on problem solving and critical thinking. This course is designed for students seeking EC-6 teacher certification. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 1350 and MATH 1314 with a C or better.

MATH 2305. Discrete Mathematics. 3 Hours.
This course provides a rigorous study of the concepts and applications of topics designed to prepare math, computer science, and engineering majors for a background in abstraction, notation, and critical thinking for the mathematics most directly related to computer science. Topics include: logic, relations, functions, basic set theory, countability and counting arguments, proof techniques, mathematical induction, combinatorics, discrete probability, recursion, sequence and recurrence, elementary number theory, graph theory, and mathematical proof techniques. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2413 with a C or better.

MATH 2318. Linear Algebra. 3 Hours.
This course provides a rigorous study of the concepts and applications of systems of linear equations, matrices, vector spaces, determinants, eigenvectors, eigenvalues, and linear transformations. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 with a C or better.

MATH 2320. Differential Equations. 3 Hours.
This course provides a rigorous study of the concepts and applications of first- and second-order ordinary differential equations and systems of ODEs, existence and uniqueness of solutions, initial value problems, the Laplace Transform, compartment models, first- and second-order rate laws, eigenvalues, eigenvectors, and eigenspaces of matrices. This course is taught with a modeling perspective and will utilize applications from areas such as physics, biology, pharmacology, chemistry, ecology, sociology, and electric engineering. Numerical, symbolic and graphing techniques will used to obtain solutions. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 with a C or better.

MATH 2412. Pre-Calculus. 4 Hours.
This course provides a rigorous study of the concepts and applications of the fundamental topics of calculus including algebraic functions and their graphs, trigonometric functions and identities, polynomial, rational, exponential, and logarithmic functions, solutions to equations and inequalities, analytic geometry, and polar coordinates. This course is designed to prepare STEM majors for success in calculus. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 1314 with a C or better or the equivalent preparation by STEM department chair permission. Placement will also be determined by the Math Placement Exam score.

MATH 2413. Calculus I. 4 Hours.
This course provides a rigorous study of the concepts and applications of limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental function, with an application to calculation of areas. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 1314 and MATH 1316 with a C or better, or MATH 2412 with a C or better. Placement will also be determined by the Math Placement Exam score.

MATH 2414. Calculus II. 4 Hours.
This course provides a rigorous study of the concepts and applications of integration, trigonometric functions, sequences and series, indeterminate forms, improper integrals, and elementary differential equations. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2413 with a C or better.

MATH 2415. Calculus III. 4 Hours.
This course provides a rigorous study of the concepts and applications of three dimensional analytic geometry and vectors, differentiation and integration of vector-valued functions and motion in space, arc length and curvature, functions of several variables, partial derivatives, multiple integrals, and integration in vector fields. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 with a C or better.

MATH 289. Independent Study in Mathematics. 1-4 Hours.
This course provides an option for individualized instruction and research. It may be repeated when topics vary. Prerequisite: Instructor approval.
MATH 321. College Geometry. 3 Hours.
This course provides a rigorous study of the concepts and applications of the properties of finite geometrics and of points, lines, triangles, and circles in Euclidean geometry. Non-Euclidean geometries will also be studied and contrasted. This course will be taught with a discovery approach in which students scaffold their comprehension through careful axiomatic study. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2413 with a C or better.

MATH 326. Problem Solving for Elementary Teachers. 3 Hours.
This course provides a rigorous study of the concepts of effective problem solving strategies. Strategies will be applied to various problems taken from critical areas of algebra, number concepts, geometry, probability, statistics, measurement, and logic. The scope and sequence will be formative in nature and use a discovery approach to allow students to scaffold their critical thinking skills into a mathematical problem solving rubric. Logical reasoning will be emphasized in all strategies to distinguish the importance of the process of problem solving rather than just finding the answer. Appropriate computer software and hand held technologies will be utilized. With pre-service elementary teachers in mind, this course will also integrate the pedagogy of modeling these skills to elementary mathematics students. Prerequisite: MATH 1314 and MATH 1350 and MATH 1351 with a C or better.

MATH 334. Introduction to Abstract Algebra. 3 Hours.
This course provides a rigorous study of the concepts and applications of the properties of the integers, permutations, groups, rings, integral domains, and fields. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 with a C or better.

MATH 352. Math Foundations and Applications. 3 Hours.
This course provides a rigorous study and review of the concepts of algebra, geometry, probability, statistics, trigonometry, and calculus. Other topics may include elements from number theory, linear algebra, and abstract algebra. This course will be driven by applications of real-world problems with an emphasis on problem-solving skills. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2413 with a C or better.

MATH 357. Probability and Statistics. 3 Hours.
This course provides a rigorous study of the concepts and applications of probability, discrete and continuous distribution, estimation, and hypothesis testing using concepts from calculus. Appropriate computer software and hand held technologies will be utilized. Course is cross-listed with EE 307. Prerequisite: MATH 2414 with a C or better.

MATH 380. Real Analysis. 3 Hours.
Sets, relations and functions, sequences of real numbers and sequences in Rn, continuous and differentiable functions on Rn, Riemann Integral. Prerequisites: MATH 2415 and MATH 2305.

MATH 415. Numerical Analysis. 3 Hours.
This course provides a rigorous study of the concepts and applications of the use of numerical methods for the solution of mathematical problems such as linear systems of equations, curve fitting, root finding, differentiation, and integration. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 and COSC 1315 with a C or better.

MATH 426. Problem Solving. 3 Hours.
Effective problem solving strategies will be applied to various examples from areas such as algebra, geometry, probability, calculus, trigonometry, number theory, discrete math, linear algebra, and logic. The scope and sequence will be formative in nature and use a discover approach to allow students to scaffold their critical thinking skills into a mathematical problem solving rubric. Logical reasoning will be emphasized in all strategies to distinguish the importance of the process of problem solving rather than just finding the answer. Appropriate computer software and hand held technologies will be utilized. With pre-service math teachers in mind, this course will also focus on the pedagogy of teaching these skills to 7-12 grade mathematics students. Prerequisite: MATH 2414 with a C or better.

MATH 430. Mathematical Modeling. 3 Hours.
This course provides a rigorous study of the concepts and applications of techniques used to model data related to real-world systems and scenarios from areas such as physics, biology, pharmacology, chemistry, ecology, sociology, astronomy, and archeology. Discrete and continuous models, theoretical and empirical models, deterministic and probability models and analytic and simulation models will be considered. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 with a C or better.

MATH 434. Number Theory. 3 Hours.
This course provides a rigorous study of the concepts and applications of the properties of integer representations and operations, analysis and complexity of algorithms, mathematical induction, divisibility, primes and composites, congruences and systems, the Fundamental Theorem of Arithmetic, Pythagorean triples, multiplicative functions, and cryptology. Appropriate computer software and hand held technologies will be utilized. Prerequisite: MATH 2414 with a C or better.

MATH 489. Individual Study. 1-3 Hours.
This course provides an option for individualized instruction and research. It may be repeated when topics vary. Prerequisite: Instructor approval.

MATH 493. Capstone in Mathematics. 3 Hours.
This is the conclusion of preparation of a portfolio of mathematical experiences composed of artifacts from throughout a student’s time in upper-level mathematics classes. Presentation of a selected portfolio artifact will be required. Students will be graded on Satisfactory (S) or Unsatisfactory (U) basis. Prerequisite: Senior standing and instructor permission.
MATH 499. Independent Research. 1-6 Hours.
This is an independent research in Math conducted by a student under the guidance of a faculty member of his or her choice. The student is required to maintain a research journal and submit a project report by the end of the semester and potentially make an oral presentation on the project. SCH and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: Consent of instructor.

MATH 525. Advanced Geometry. 3 Hours.
This course provides a rigorous study of the concepts and applications of advanced geometries other than Euclidean. A research component will be required. Appropriate computer software and hand held technologies will be utilized. Prerequisite: At least 24 hours of undergraduate mathematics including a course comparable to College Geometry.

MATH 533. Algebraic Structures. 3 Hours.
This course provides a rigorous study of the concepts and applications of common algebraic structures. A research component will be required. Appropriate computer software and hand held technologies will be utilized. Prerequisite: At least 24 hours of undergraduate mathematics including a course comparable to Discrete Mathematics.

MATH 537. Vector Spaces and Linear Transformation. 3 Hours.
This course provides a rigorous study of the concepts and applications of vector spaces and linear transformations from a more algebraic and theoretical viewpoint. A research component will be required. Appropriate computer software and hand held technologies will be utilized. Prerequisite: At least 24 hours of undergraduate mathematics including two courses comparable to Calculus I and Calculus II.

MATH 545. Analysis. 3 Hours.
This course provides a rigorous study of the concepts and applications of the underpinnings of calculus from an advanced theoretical viewpoint. A research component will be required. Appropriate computer software and hand held technologies will be utilized. Prerequisite: At least 24 hours of undergraduate mathematics including two courses comparable to Calculus I and Calculus II.

MATH 589. Independent Study. 3 Hours.
This course provides an option for individualized instruction and research. It may be repeated when topics vary. Prerequisite: Instructor approval.

MATH 597. Special Topics. 3 Hours.
This is an organized class and may be repeated when topics vary. Prerequisite: Instructor approval.

MATH 599. Independent Research. 1-6 Hours.
This is an independent research in Math conducted by a student under the guidance of a faculty member of his or her choice. Credits and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: Consent of instructor.

Mathematics Education (MAED)

MAED 501. Number Concepts and Algebra. 3 Hours.
This course is for elementary mathematics teachers seeking certification as Master Mathematics Teachers. The course provides a rigorous study of the concepts and applications of number concepts and algebra for the elementary classroom from advanced theoretical, historical, and pedagogical viewpoints. A research component will be required. Appropriate computer software and hand held technologies will be utilized. Prerequisite: Acceptance into the Master Mathematics Teacher Certification Program or instructor approval.

MAED 502. Patterns and Geometry. 3 Hours.
This course is for elementary mathematics teachers seeking certification as Master Mathematics Teachers. The course provides a rigorous study of the concepts and applications of patterns and geometry for the elementary classroom from advanced theoretical, historical, and pedagogical viewpoints. A research component will be required. Appropriate computer software and hand held technologies will be utilized. Prerequisite: Acceptance into the Master Mathematics Teacher Certification Program or instructor approval.

MAED 503. Measurement, Probability and Statistics. 3 Hours.
This course is for elementary mathematics teachers seeking certification as Master Mathematics Teachers. The course provides a rigorous study of the concepts and applications of measurement, probability and statistics for the elementary classroom from advanced theoretical, historical and pedagogical viewpoints. A research component will be required. Appropriate computer software and hand held technologies will be utilized. Prerequisite: Acceptance into the Master Mathematics Teacher Certification Program or instructor approval.

MAED 520. Mathematics Methods for Secondary Education. 3 Hours.
The course is designed to provide experience with methods for teaching mathematics at the secondary level. Course content will focus on mathematics instruction and contemporary topics as outlined by the NCTM Principles and Standards for School Mathematics. Course instruction is designed to help the mathematics teacher understand how to better plan, develop, and implement teaching methods and strategies in the classroom. Appropriate computer software and hand held technologies will be utilized. Offered in the summer as needed. Prerequisite: At least 24 hours of undergraduate mathematics or instructor approval.

MAED 529. Workshop in Mathematics Education. 3 Hours.
This course is designed to provide in-service mathematics teachers with content knowledge and pedagogical techniques for teaching mathematics to grades K-12. Topics include problem solving, numbers and operations, patterns, functions, algebra, geometry and measurement, data analysis, statistics, probability, trigonometry, and calculus. Appropriate computer software and hand held technologies will be utilized. This class is offered in the summer as needed and may be repeated when topics vary. Prerequisite: At least 12 hours of undergraduate mathematics or instructor approval.
MAED 540. Problem Solving for Elementary Teachers. 3 Hours.
This course is designed to extend the participants’ knowledge and skills in teaching elementary mathematical concepts utilizing exploration, conjecture, communication, and reasoning strategies. There will be an emphasis on using logic and evidence rather than the textbook as authority; critical thinking rather than memorization, and problem solving rather than repetition, and the connection of concepts to real-world applications. Students will be challenged to expand and modify their current notions about effective elementary mathematical teaching. A research component will be required. Appropriate computer software and hand held technologies will be utilized. Prerequisite: At least 12 hours of undergraduate mathematics or instructor approval.

MAED 589. Individual Study. 3 Hours.
This course provides an option for individualized instruction and research. It may be repeated when topics vary. Prerequisite: Instructor approval.

MAED 597. Special Topics. 3 Hours.
This is an organized class and may be repeated when topics vary. Prerequisite: Instructor approval.

Music (MUSI)

MUSI 1306. Music Appreciation. 3 Hours.
Music Appreciation introduces students to the discipline of music through listening, discussion, and analysis. The course traces the historical development of music with an emphasis on Western art music.

Nursing (NURS)

NURS 301. Professional Nursing Practice. 3 Hours.
The emphasis of the course is on transitioning from technical to professional practice and exploration of the professional practice role. Professional nursing is examined from historical and contemporary perspectives and philosophical and theoretical foundations. The student is introduced to collaborative practice, health policy, health economics, health promotion, informatics, and life-long learning. Prerequisite: None.

NURS 302. Health Assessment Across the Life Span for the RN. 3 Hours.
This course builds on the student’s prior knowledge to further develop history taking and physical assessment skills. An emphasis is placed on health and cultural assessment of individuals and families across the life span. Application of critical analysis in situations of health and deviations from health will be explored. Prerequisite: None.

NURS 303. Leadership and Management in Nursing Practice. 4 Hours.
Assessment and analysis of a real work problems, assessment of the work environment, and development of a proposed solution, as well as principles of client education, are included.

NURS 304. Evidence Based Practice in Nursing for the RN. 3 Hours.
This course provides a foundation of research concepts, types of evidence, and research methods. The student will apply this foundation to framing clinical questions and retrieval and interpretation of research findings. The importance of patient needs and preferences will be stressed in the application of evidence to clinical practice. An emphasis will be placed on the ethical basis and policies for research with human subjects.

NURS 305. Professional Nursing Practice with Individuals and Families for the RN. 4 Hours.
This course will discuss the continuum of care of individuals and families with an emphasis on transition from acute care settings to outpatient care. Nursing care will emphasize a holistic approach in the prevention of disease and promotion of health of individuals and families. SCH 4 [3 SCH didactic: 1 SCH clinical (45 clock hours)].

NURS 317. Pathophysiology for Nurses. 3 Hours.
The major focus of this course is for nurses to understand the pathophysiological basis for disease processes in adults and children. Central concepts will address symptoms, treatment, prognosis, and case studies. The major direction of the course will be on clinical application of findings that underlie the pathogenesis of the disease process.

NURS 322. Professional Concepts. 2 Hours.
This course will provide the student an introduction to the concepts and competencies basic to professional nursing practice. The development of professional nursing will be examined from historical and contemporary perspectives and philosophical and theoretical foundations. Selected concepts pertinent to the practice of professional nursing will be explored. Prerequisite: Provisional admission to the nursing program.

NURS 331. Pathophysiology. 3 Hours.
The course will focus on the pathology, pathophysiology, etiology, and symptomatology of common diseases from a cellular, system, and multi-system perspective. The student will consider the influence of genetics, environment, and cultural influences on the development of pathophysiology. Prerequisite: Provisional admission to the nursing program.

NURS 332. Professional Concepts. 3 Hours.
This course will provide the student an introduction to the concepts and competencies basic to professional nursing practice. The development of professional nursing will be examined from historical and contemporary perspectives and philosophical and theoretical foundations. Selected concepts pertinent to the practice of professional nursing will be explored.

NURS 333. Pharmacology in Nursing. 3 Hours.
The emphasis of this course is to prepare the nurse to administer drugs safely using key pharmacological concepts, knowledge or prototypes, and drug calculation skills within the framework of the nursing process and the regulatory environment. Prerequisite: NURS 331 and NURS 322.
NURS 334. Health Assessment Across the Lifespan. 3 Hours.
The student will develop the knowledge and skill to perform a holistic health history and health assessment of individuals. The emphasis will be on
the differentiation of normal findings from abnormal findings. The student will practice skills in the laboratory. Prerequisite: NURS 331 and NURS 322.
Corequisite: NURS 365.

NURS 336. Evidence Based Practice. 3 Hours.
The student will develop a beginning approach of basing nursing practice on evidence. The student will learn to locate, assimilate, and analyze
evidence, determining the appropriateness of the evidence for current clinical practice. The student will engage the patient and/or family in decision-
making related to care. An emphasis on legalities and ethics of research will be threaded throughout. Prerequisite or Corequisite: NURS 365.

NURS 357. Mental Health Nursing. 5 Hours.
This course prepares the student to apply evidence based approaches and knowledge of human behavior while promoting mental health issues in a
variety of settings. Emphasis will be placed on the following concepts: therapeutic communication skills, therapeutic use of self, cultural care, ethical and legal influences, and principles of quality and safety. The impact of health care policy and legislation in the provision of mental health nursing will
be explored. Prerequisite: NURS 365.

NURS 365. Fundamentals of Nursing Practice. 6 Hours.
Students are introduced to the direct care of adult patients through application of the concepts of caring, critical thinking, and professional standards
of practice. Principles of safety, infection control, psychosocial care concepts, and physical care concepts form the foundation of nursing interactions
and interventions and the development of basic nursing skills in the laboratory and clinical settings. Beginning principles of priority setting are
incorporated. Prerequisite: NURS 331 and NURS 322. Corequisite: NURS 333 and NURS 334.

NURS 368. Adult Health Nursing I. 6 Hours.
Students are introduced to the direct care of adult patients through application of the concepts of care, critical thinking, and professional standards
of practice. Principles of safety, infection control, psychosocial care concepts, and physical care concepts form the foundation of nursing interactions
and interventions and the development of basic nursing skills in the laboratory and clinical settings. Beginning principles of priority setting are
incorporated. Prerequisite: NURS 365.

NURS 403. Leadership and Management in Nursing Practice for the RN. 4 Hours.
This course builds on the foundation of physical and psychological sciences, systems theory, and complexity theory in the development of leadership
and management skills. Emphasis will be placed on analyzing real work problems, assessing the work environment, and developing a proposed
solution based on evidence.

NURS 406. Community Health Nursing Practice for the RN. 5 Hours.
This course introduces community-based nursing care of individuals, families, and populations. Issues of health promotion, primary disease
prevention, and management of chronic health problems in community settings will be explored. 5 SCH [4 SCH didactic, 1 SCH clinical (90 clinical
clock hours)].

NURS 407. Quality Care and Patient Safety in Professional Nursing Practice for the RN. 2 Hours.
This course will prepare the student to function as a member of an interdisciplinary health care team to use quality improvement concepts, processes,
and outcome measures within various health care settings. The emphasis will be on provision of a safe caring environment for healthcare delivery.
SCH 2. Prerequisite: None.

NURS 417. Pathophysiology for the Registered Nurse. 3 Hours.
The focus of this course is to provide the pathophysiological basis for disease processes in adults and children. Central concepts will address
symptoms, treatment, and prognosis. This course will focus on the clinical application of findings that underlie pathogenesis and provide a basis for
evidence based practice.

NURS 426. Issues in Professional Nursing. 2 Hours.
This course will emphasize the synthesis of the professional role of the registered nurse, including critical thinking and clinical reasoning in the
application of professional values, ethics and legalities, health policy and regulations, evidence-based practice, and commitment to life-long learning.
Current trends and issues within the profession will be discussed. Principles of collaborative care, health disparities, cultural and ethnic differences,
genetics, ethics and legal aspects of care, cost, and safety are threaded throughout the course. Prerequisite: NURS 462, NURS 463, and NURS 431.
Prerequisite or Corequisite: NURS 464 and NURS 455.

NURS 431. Nursing Care of the Older Adult. 3 Hours.
The emphasis in this course is on individualizing care to maximize health and adapt to chronic diseases of the older adult, support of caregivers, and
coping with grief, loss, death, and dying. The professional role of the nurse is considered from the perspective of ethics/legalities, interprofessional
collaboration, transitional care, and policy and regulations. The content is designed in the context of the Recommended Baccalaureate Competencies
for Nursing Care of Older Adults by the AACN and the John A Hartford Institute of Geriatric Nursing. Prerequisite: NURS 368.

NURS 432. Certification in Specialty Nursing Practice. 3 Hours.
This course is designed to assist the student in qualifying and passing a nationally recognized nursing specialty exam approved by the nursing advisor
or program director. The student will review advanced knowledge in the field related to biological, psychosocial, research, and policy issues related to
the area of practice. Examples of approved certifications include CCN (Critical Care Registered Nurse), CEN (Certified Emergency Nurse), Certified
Medical-Surgical Nurse, or Certified Obstetric Nurse. Examples of unapproved certifications include PALS, ACLS, and TNCC.
NURS 455. Community Health Nursing. 5 Hours.
This course introduces concepts of community health utilizing the population focused nursing process. Emphasis is on health promotion, risk reduction, and disease management in selected community settings. Principles of collaborative care, health disparities, cultural and ethnic differences, genetics, ethics and legal aspects of care, cost, and safety are threaded throughout the course. Prerequisite: NURS 462, NURS 463, and NURS 431.

NURS 462. Adult Health Nursing II. 6 Hours.
Building upon previously developed adult health knowledge and skills, the student plans, prioritizes, implements, and evaluates culturally appropriate, safe, and quality nursing care of adults with complex health problems. Principles of collaborative care, health disparities, cultural and ethnic differences, genetics, ethics and legal aspects of care, cost, and safety are threaded throughout the course. Prerequisite: NURS 368.

NURS 463. Maternal Child Health. 6 Hours.
This course focuses on the nursing care of childbearing women, children, and families. Emphasis is placed on the use of critical thinking skills to develop safe, evidence-based care that promotes, maintains, and restores health for women, children, and their families. Principles of collaborative care, health disparities, cultural and ethnic differences, genetics, ethics and legal aspects of care, cost, and safety are threaded throughout the course. Prerequisite: NURS 368.

NURS 464. Leadership and Management in Nursing. 6 Hours.
In this course the student is introduced to the process of leadership and management of human, information, and material resources to achieve safe, quality patient care. Emphasis is placed on delegation, supervision, and evaluation of care provided by others. Prerequisite: NURS 462, NURS 463, and NURS 431.

NURS 489. Individual Study. 1-5 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

NURS 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

NURS 499. Undergraduate Independent Research. 1-6 Hours.
This course is an independent research in Nursing conducted by a student under the guidance of a doctorally prepared Nursing faculty member of his or her choice. The student may conduct research in the clinical practice area and assist with literature searches, data gathering, data entry and analyses, and dissemination of results. The student is required to maintain a research journal and submit a project by the end of the semester and potentially make an oral presentation on the project. SCH and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: NURS 304 or by instructor consent.

NURS 505. Evidence Based Practice I. 3 Hours.
The course builds on the student's prior basic knowledge of the research process and the application of evidence to the practice setting. At the graduate level, the nurse translates current evidence and identifies gaps where there is insufficient evidence to support practice. The graduate level nurse, as a result of this course, will lead the process of implementing evidence as the basis for practice at all levels of direct and indirect care. This is the first of two courses. This course emphasizes theory as the foundation for research, ethics in research, and qualitative approaches to research.

NURS 506. Evidence Based Practice II. 3 Hours.
This course is the second of two courses focusing on the application of evidence to clinical practice. This course emphasizes the appraisal and application of quantitative research findings, enabling the student to perform a rapid critical analysis, participate in the development of evidence and devise strategies for the implementation of findings. The course emphasizes the application of evidence to aggregate populations. Prerequisite: NURS 505.

NURS 507. Healthcare Informatics. 3 Hours.
This course prepares the student to utilize informatics and healthcare technologies to deliver and enhance patient care through the use of patient care technologies, communication and data management technologies, health care management for evidence based care and education, and electronic health records.

NURS 508. Quality Improvement and Safety. 3 Hours.
This course prepares the student to use the methods, tools, performance measures, culture of safety principles, and quality standards to create a safe patient environment. The student will provide leadership in quality improvement activities in a clinical setting.

NURS 509. Healthcare Population Health/Health Policy. 3 Hours.
Clinical prevention and health promotion is emphasized in this course that prepares the graduate student to improve the health status of populations, particularly those affected by health disparities. The course will assist the student to develop competence in political activism and policy advocacy. The relationship between health care policy and health disparities are discussed as a factor in poor health outcomes. The student will plan strategies for collaboration with other professionals to affect change.

NURS 510. Organizational Behavior and Systems Leadership. 3 Hours.
This course prepares the student to apply complexity theory and systems thinking, leadership theory, characteristics of organizational behavior and value-driven healthcare within the culture of an organization. The emphasis is on developing the ability to create collaborative relationships, provide leadership to affect change, and improve organizational functioning in the provision of safe, quality care.

NURS 512. Healthcare Economics and Finance. 3 Hours.
The focus in this course is on the financial impact of administrative and management decisions across health care organizations. Students will explore the interconnectivity between finance and other aspects of health care such as safety and quality through evidence in economics and cost accounting, budgeting, staffing effectiveness and legal/ethical issues.
NURS 513. Management of Complex Systems in Nursing. 3 Hours.
This is a practicum course in which the student practices in a leadership role under the supervision of a preceptor. The student will manage a nursing unit, communicate and collaborate interprofessionally, assist in budget preparation/management, make staffing decisions, participate in quality improvement strategies, and evaluate care outcomes. This course requires 90 hours of practicum experience.

NURS 514. Healthcare Law, Ethics and Policy. 3 Hours.
The student will analyze a variety of ethical and legal dilemmas commonly encountered in the educational, managerial/administrative role and apply a framework for decision-making. A discussion of health care programs that affect and result from policy, the interaction of stakeholders in the real world, and an examination of the health care system of other countries enables the student to better understand the US healthcare system.

NURS 520. Administrative Theories. 3 Hours.
Theories of leadership and organizational behavior as they apply to the health care arena are explored. A personal philosophy of nursing leadership applicable to a wide variety of roles will be identified. It focuses on implementation of strategies for change while analyzing the probable consequences of alternative plans and actions. Major content includes (but is not limited to) preparing the environment for change, professional and organizational communications, policy development, contracting, negotiating, and delegating. Prerequisite: Student must have graduated with a BSN and be admitted to the MSN program.

This course focuses on providing the nurse administrator/manager with a basis for understanding the fiscal status of health care organizations. The nurse executive role in financial management, strategic planning and marketing, quality assurance, and risk management initiative for health care organizations is explored. Prerequisite: Student must have graduated with a BSN and be admitted to the MSN program.

NURS 525. Capstone Project. 3 Hours.
In the clinical capstone, the student will implement and evaluate a clinical proposal/clinical project in the practice setting based on best evidence. The purpose of the project is to integrate the knowledge and theory gained in graduate nursing courses to improve an aspect of patient care. At the completion of the project, the student will present results in an oral presentation and in a professional paper suitable for publication. Prerequisite: NURS 522 and NURS 513.

NURS 526. Capstone Project II. 2 Hours.
This is the second of two courses in which the student plans and implements a clinical proposal/clinical project. In this course, the student will implement, evaluate and disseminate findings of the proposal developed in NURS 525. Prerequisite: NURS 525.

NURS 589. Independent Study in Nursing. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

NURS 591. Research Project. 3 Hours.
This course involves the investigation of a selected nursing problem for a chosen theoretical perspective under the direction of a Faculty Research Advisor. The student will enroll for two consecutive semesters, enrolling for 3 hours each semester until the project is completed and successfully defended. ONLY 6 SCH may apply toward degree requirements. If additional time is needed to complete, then the student must enroll for 3 SCH for each additional semester until course requirements are met. This course may be done as a group project of no more than 2 or 3 students.

NURS 599. Independent Research. 1-6 Hours.
This course is an independent research in Nursing conducted by a student under the guidance of a doctorally prepared Nursing faculty member of his or her choice. The student may conduct research in the clinical practice area and assist with literature searches, data gathering, data entry and analyses, and dissemination of results. SCH and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: NURS 505 or by instructor consent.

**Philosophy (PHIL)**

PHIL 1111. Ethics. 1 Hour.
This course is an introduction and overview to the philosophical study of right and wrong behavior and theories of value. The course not only introduces students to the well-known philosophers of ethics, it also provides an opportunity for students to develop their reading and explicating skills while critically thinking about their own ethical positions.

PHIL 1350. Philosophy and Ethics of Science and Technology. 3 Hours.
This course introduces key concepts, methods, and critical thinking in both fields and familiarizes the student with the types of essential reasoning and judgment skills required in professional development, especially within STEM-related professions. Concepts and structures of philosophical arguments and ethics will be explored in a case study format, including analyzing philosophical arguments, professional codes of ethics, and public policies. Relationships between social morality, individual rights, and moral dilemmas will also be explored, including compatibility of dilemma resolutions from one level to another.

**Physical Education (PHED)**

PHED 1101. Yoga. 1 Hour.
This is an introductory level Yoga class. The Hatha Yoga class is designed to improve functional fitness, flexibility and muscle awareness. This is achieved by providing professional guidance on basic “asanas” or poses, focusing on all muscles involved in those poses, proper breathing and relaxation.
PHED 1102. Pilates. 1 Hour.
This course will center on the Pilates method of body conditioning which consists of stretching and strengthening exercises. These exercises were developed and demonstrated by Joseph H. Pilates. Benefits from this practice are improvements in strength, flexibility and proper posture.

PHED 1103. Physical Conditioning. 1 Hour.
This course will provide basic knowledge in the area of physical conditioning and introduce methods and/or techniques of achieving a more desirable physical condition which can be incorporated into daily life and adopted as a positive life changing behavior.

PHED 1104. Tennis. 1 Hour.
This is an introductory level course to the sport of tennis. Students will be introduced to the rules of the game, how to keep score and a basic understanding of how to play the game. A physical component is included in the course.

PHED 1105. Golf. 1 Hour.
This is an introductory level course to the sport of golf. Students will be introduced to the rules of the game, how to keep score, and a basic understanding of how to play the game. A physical component is included in the course.

PHED 289. Independent Study in Physical Education. 1 Hour.
This course provides individual instruction. Students may repeat the course when topics vary.

Physics (PHY) (PHYS)

PHYS 1101. College Physics I Lab. 1 Hour.
Physics lab covers mechanics, heat, thermodynamics, and sound. Corequisite: PHYS 1301.

PHYS 1102. College Physics II Lab. 1 Hour.
Physics lab covers electricity and magnetism, light, and modern physics. Corequisite: PHYS 1302.

PHYS 1301. College Physics I. 3 Hours.
This course covers algebra-level physics sequences for students in pre-professional programs, biology, geology, or architecture who do not expect to do additional work in engineering or physics. This course covers basic mechanics, fluids, and thermodynamics. Prerequisite: MATH 1314 and MATH 1316, or MATH 2312 or MATH 2412. Corequisite: PHYS 1101.

PHYS 1302. College Physics II. 3 Hours.
This course covers algebra-level physics sequence for students in pre-professional programs, biology, geology, and architecture who do not expect to do additional work in engineering or physics. The course covers electricity and magnetism, light, and modern physics. Prerequisite: PHYS 1301 and PHYS 1101, or PHYS 1401. Corequisite: PHYS 1102.

PHYS 1415. Physical Science I. 4 Hours.
Algebra-based physical science for students in pre-professional programs, biology, geology, or architecture who do not expect to do additional work in engineering or physics. Topics include elementary vector algebra, mechanics, heat, thermodynamics and sound.

PHYS 1417. Physical Science II. 4 Hours.
The course covers algebra-based physical science for students in pre-professional programs, biology, geology, or architecture who do not expect to do additional work in engineering or physics. Topics include elementary chemistry, geology, earth's surface, climate, the solar system, and galaxies. Prerequisite: Must be TSI complete.

PHYS 2125. University Physics I Lab. 1 Hour.
Physics lab covers elementary vector algebra, mechanics, heat, thermodynamics and sound. Prerequisite or Corequisite: MATH 2413. Corequisite: PHYS 2325.

PHYS 2126. University Physics II Lab. 1 Hour.
This lab covers electricity and magnetism, light, and modern physics. Prerequisite or Corequisite: MATH 2413. Corequisite: PHYS 2326.

PHYS 2325. University Physics I. 3 Hours.
This course is a calculus based physics sequence for students in pre-professional programs, biology, geology, or architecture who do not expect to do additional work in engineering or physics. Topics include elementary vector algebra, mechanics, heat, thermodynamics and sound. Prerequisite: MATH 2413. Corequisite: PHYS 2125.

PHYS 2326. University Physics II. 3 Hours.
This course is a calculus-based physics sequence for students in computer science and engineering programs. This course covers electricity and magnetism, light, and modern physics. Prerequisite: PHYS 2325 or PHYS 2425. Corequisite: PHYS 2126.

PHYS 289. Independent Study in Physics. 1-4 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

PHYS 499. Independent Research. 1-6 Hours.
Independent research in Physics is conducted by a student under the guidance of a faculty member of his or her choice. The student is required to maintain a research journal and submit a project report by the end of the semester and potentially make an oral presentation on the project. SCH and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: Consent of instructor.
PHYS 599. Independent Research. 1-6 Hours.
Independent research in Physics is conducted by a student under the guidance of a faculty member of his or her choice. Credits and hours are by arrangement and, with a change in content, this course may be repeated for credit. Prerequisite: Consent of instructor.

Political Science (PSCI)

PSCI 300. Introduction to Political Theory. 3 Hours.
This course is an introduction to the history of Western political theory that surveys the work of major political thinkers from ancient Greece to the present. Along with introducing students to the classic literature of political thought, the course provides a vehicle for understanding political concepts such as justice, power, liberty, and equality.

PSCI 305. Introduction to Political Ideologies. 3 Hours.
This course is an introductory survey of selected ideologies. Topics may include liberalism, classical Marxism, communism, fascism, democratic socialism, conservatism, authoritarianism, African-American political thought, and gender ideologies. Ideologies' assumptions, justifications, and implications for political life will also be discussed.

PSCI 310. Introduction to Political Documentaries. 3 Hours.
This course provides an introduction to political documentaries. These research-based films address citizenship and power. Students will review and analyze political documentary films.

PSCI 315. Washington DC Civic Engagement Field Study. 3 Hours.
This course explores civic engagement and public service in the United States through visits in Washington DC to national civic organizations and representative institutions, and meetings with national elected public officials and civic organization leaders.

PSCI 320. Introduction to Constitutional Law. 3 Hours.
This introductory course provides an overview of civil society and constitutional law in United States. The course will cover the founding, Constitution, and Bill of Rights, as well as the development of law in areas such as speech, press, religion, privacy, search and seizure, and punishment.

PSCI 331. Introduction to Public Administration and Leadership. 3 Hours.
This course introduces and assesses public administration concepts and scholarship.

PSCI 340. Introduction to Comparative Politics. 3 Hours.
This course familiarizes students with the field of comparative politics, its key concepts and major theoretical approaches. The bulk of the course is a broad introduction to the major types of political systems in the modern world, including advanced industrial democracies of the West, transitional systems of Communist and post-Communist countries, and economically less developed nations.

PSCI 350. Introduction to International Relations. 3 Hours.
An examination of changes in the nature of the international community from the Treaty of Westphalia to the present, this course emphasizes the forces that produce cooperation and conflict among nations.

PSCI 390. Active Citizen Engagement (EL). 3 Hours.
This course provides a foundation for students to develop their civic participation skills by learning how to successfully improve society through the governmental process and working together to address existing political or social problems. This course integrates the principles of Experiential Learning (EL) and meets the criteria for undergraduate research.

PSCI 395. Methods of Political Science Research. 3 Hours.
This course is an introduction to the discipline of political science, including an examination of the development of political science and the methods and approaches used by contemporary political scientists to describe, explain, predict, and evaluate political phenomena.

PSCI 410. American Political Theory. 3 Hours.
This course provides an analysis of American political thought from colonial times to the present.

PSCI 426. Civil Rights and Civil Liberties. 3 Hours.
This course contributes to the student’s understanding of U.S. citizens’ constitutional civil rights and civil liberties.

PSCI 427. Public Law (EL). 3 Hours.
This course addresses and evaluates the establishment, justification, and development of U.S. constitutional law. This course integrates the principles of Experiential Learning (EL), and meets the criteria for undergraduate research.

PSCI 428. Intergovernmental Politics. 3 Hours.
This course addresses how the different levels of government (federal, state, and local) interact and accomplish practical goals, and how people participate in our intergovernmental political system.

PSCI 440. Comparative Political Conflict. 3 Hours.
This course examines political conflicts worldwide; focusing mainly upon contemporary issues, the course also explores the history and development of conflict and its scientific study. It is recommended PSCI 340 and PSCI 395 be taken before enrolling in this course. Prerequisite: None.

PSCI 442. Disputes in International Relations. 3 Hours.
This course examines modern issues in International Relations focusing on nation/state disputes, their origins, resolution processes, and theoretical methodologies explaining them. This course is reading and writing intensive; therefore, students must have college-level competency in written and spoken English, and PSCI 350 is recommended. Prerequisite: None.
PSCI 445. Public Opinion. 3 Hours.
This course is an accounting of the role of public opinion in the democratic politics of the United States.

PSCI 450. Politics and Gender. 3 Hours.
This course is meant to acquaint students with the core concepts, processes, and issues of politics and gender. The first portion of the course explores essential concepts: the actors, how gender politics are made, and the distribution of political power. The remaining sections of the course examine contemporary and future issues in the politics of gender. This is not a course in current events, although some reference will be made to current events in discussing the theories and topics covered in the course.

PSCI 455. Political Behavior. 3 Hours.
This course examines key aspects of American electoral politics and democracy.

PSCI 456. Politics and Religion. 3 Hours.
This is an introduction to a hotly debated topic in many political systems: the interaction between religion and politics. During the course, the student will examine the attempts by religious groups, movements, and interests to influence politics through agenda setting, lobbying, demonstrations, and electoral activities.

PSCI 460. Political Parties and Elections. 3 Hours.
This course provides a comprehensive review of American political parties and elections. Students will examine the historical development and contemporary nature of the major political parties. Exploration of the presidential election system will cover the different phases of the process, influences of money, the media, third parties, and possible reforms.

PSCI 464. Congress. 3 Hours.
This course provides an examination of the U.S. Congress. Areas of consideration will include the development of the legislative branch, congressional elections, representation, legislative structures and processes, leadership, and the making of public policy.

PSCI 465. The Executive. 3 Hours.
This course is a review of the executive branch of the United States, including the historical development, primary responsibilities, and decision making processes of the office, as well as contemporary relationships with the public, Congress, and policy making and implementation.

PSCI 480. Violent Politics. 3 Hours.
This course is an examination of historic and current trends in violent civil disruption from domestic and international sources.

PSCI 481. Cyber-crime, Cyber-terror, and Hacktivism. 3 Hours.
This course will provide the student with an overview of how digital crime and digital terrorism are framed within the network of our society. Our society has become so dependent of the virtual world that it has lent itself to be both the target and gateway for criminals, terrorists, and pranksters. The course will give the student an empirical examination into the politics on all sides of these issues.

PSCI 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

PSCI 490. Political Science Internship (EL). 3-6 Hours.
The political science internship course is designed to offer students an opportunity to work in the offices of local, state, or federal governments. Students will learn the kinds of services provided by the offices, expectations the electorate has of their public officials, and activities that occur in these offices. Students will be engaged in meaningful assignments that contribute to their understanding of democratic government. Prerequisite: To qualify for the internship program, a student must have a grade point average of 2.75 or higher, be currently enrolled in a degree program at A&M-Texarkana, and complete the internship application process. This course integrates the principles of Experiential Learning (EL) and meets the criteria for internship. The student also needs to have successfully completed PSCI 320, PSCI 331, PSCI 426, PSCI 427, or PSCI 428.

PSCI 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

PSCI 501. Readings in the Political Science Canon. 3 Hours.
At the end of the term, students will be able to identify, evaluate, and analyze the key texts and readings in the broader Political Science literature, and associate those with general theoretical schools, specific theoretical approaches, scientific assessment, and how all of the preceding has developed and the continuing controversies in political science scholarship.

PSCI 502. The Scope and Methods of Political Science. 3 Hours.
At the end of the semester, students will be able to demonstrate the appropriate understanding of how modern Political Science scholarship is initiated, performed, reported, and critiqued. The course presents a general background of the methods used by political scientists in the empirical study of their discipline. The background provides the knowledge necessary to conduct objective investigations of empirical phenomena on our own or to better understand and evaluate the research of others.

PSCI 540. Seminar in Comparative Politics: Methods, Theories, Approaches. 3 Hours.
This course is a survey of the classic literature in the field of Comparative Politics. The course introduces students to the history of the field, fundamental theories, concepts, approaches and theories, major themes and topics, and methodological diversity.

PSCI 560. Political Parties and Elections. 3 Hours.
This course is an in-depth examination of American political parties and elections. The course considers the historical development of parties, connections between parties and elections, and state of parties today in relation to organization, voting behavior, and governing. The course explores the presidential election system, reviewing the various procedural stages, the role of money, media and third parties, and areas for reform.
PSCI 565. The Presidency. 3 Hours.
This seminar explores the U.S. presidency. It applies different approaches including individual-level and institutional-level to study the office of the president. Analysis will cover specific dimensions of presidential activity, including political party relationships, public communication, staffing and management, legislative relations, and foreign policy.

PSCI 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

Psychology (PSY) (PSYC)

PSY 301. Careers in Psychology. 3 Hours.
Introduces students to the world of psychology beyond the classroom. Students meet guest speakers who have completed a degree in psychology and who are currently employed in various occupations. Additionally, students learn interview skills, how to write a resume, and how to apply to graduate school. Prerequisite: PSYC 2301 or consent of instructor.

PSY 314. Social Psychology. 3 Hours.
This course surveys important methods, findings, and theories in the study of social influences on behavior and emphasizes different perspectives on the relation between individuals and society.

PSY 316. Abnormal Psychology. 3 Hours.
This course surveys the various types of abnormal behavior including adjustment disorders, personality disorders, schizophrenic disorders, anxiety disorders, and organic brain disorders. It also examines the origins and treatments of abnormal behavior as well as the various classifications schemas. Prerequisite: PSYC 2301.

PSY 317. Psychology of Personality. 3 Hours.
This course reviews the various approaches to the study of personality and considers the determinants, development, and assessment of personality. Prerequisite: PSYC 2301.

PSY 320. Psychology of Interpersonal Interaction. 3 Hours.
The course examines the processes of social interaction, using the perspective of psychological theory and research. Topics include the growth of relationships, love, social exchange, impression management, communication, jealousy, loneliness, and games people play. Techniques for improving interactions are considered. Prerequisite: Junior standing. (NOTE: This course replaces IS 320.).

PSY 325. Sport Psychology. 3 Hours.
This course will provide students with an overview of the theories and research related to sport and exercise behavior. Topics to be covered include the history of sport psychology, behavioral principles, anxiety, motivation, leadership, group dynamics, gender, and personality. This course will also be designed to relate these principles to exercise and sport performance. Prerequisite: PSYC 2301.

PSY 350. Learning and Behavior. 3 Hours.
This course presents basic information about various types of learning and describes general theoretical and practical approaches to understanding and improving learning and behavioral processes. Prerequisite: PSYC 2301.

PSY 400. Internship (EL). 3 Hours.
This class provides field experience in psychology within local agencies and facilities with on-site supervision together with classroom activities. The internship is structured to provide students with exposure to workplace settings where persons with baccalaureate degrees in psychology are employed. Sites include in-patient and out-patient mental health and mental retardation facilities, correctional facilities, and human service organizations. It is offered Fall and Spring semesters. Note: Students may apply for Internship during the semester prior to when they intend taking the course. Student workload will be evaluated with regard to maximum course load concurrent with Internship. May be taken twice for a total of 6 SCH. Preference will be given to first semester applicants. This course integrates the principles of Experiential Learning (EL) and meets the criteria for internships. Prerequisite: Senior standing and approval of instructor. Course is graded on Satisfactory (S) or Unsatisfactory (U) basis.

PSY 402. Experimental Psychology (EL). 3 Hours.
This course familiarizes the student with typical methods and techniques employed in psychological research. Students will perform psychophysical and other psychological experiments. This course integrates the principles of Experiential Learning and meets criteria for undergraduate research. Prerequisite: PSYC 2301 and PSYC 2317.

PSY 403. History of Psychology. 3 Hours.
History of Psychology introduces the major schools and systems of psychology as they have evolved and exist today. Prerequisite: PSYC 2301 and junior standing.

PSY 404. Industrial Psychology. 3 Hours.
PSY 404 examines the person in industrial/organizational system processes including recruitment, selection, promotion, training, performance appraisal, job satisfaction, work motivation, leadership, communication, job design, union/management relations, work conditions, human factors, and workplace ergonomics. Prerequisite: Junior standing.

PSY 406. Environmental Psychology. 3 Hours.
This course analyzes various aspects of the natural and built physical settings on human functioning and socialization. Prerequisite: PSYC 2301.
PSY 426. Introduction to Clinical and Counseling Psychology. 3 Hours.
This class reviews clinical and counseling psychology, its history, perspective, conceptual framework, and treatment modalities. Prerequisite: PSYC 2301.

PSY 440. Psychology of Addiction. 3 Hours.
This course studies the prominent theories of addiction and surveys the research literature related to the psychological aspects of addiction. Included is a description of commonly abused legal and illegal substances and a discussion of the difference between substance abuse and dependence. Consideration is given to prominent forms of intervention and treatment.

PSY 443. Psychology of Death and Dying. 3 Hours.
Students study the processes of dying and the influence of the threat of death on human behavior. Prerequisite: PSYC 2301.

PSY 445. Human Sexual Behavior. 3 Hours.
This class examines biological capabilities, psychological characteristics and social and cultural influences on human sexual behavior. (Cross listed with PSY 545.).

PSY 455. Brain and Behavior. 3 Hours.
Brain and Behavior examines the structure and functioning of the brain and of its many components down to the level of individual neurons. It looks at the development of the brain and the effects of drugs, disease, and injury. It provides an introduction to the processing of sensory information and control of movement by the brain. Prerequisite: PSYC 2301 and 6 SCH from the following: 3 SCH of which must be in biology (BIOL 1306 or BIOL 1307 or BIOL 1308 or BIOL 1309 or BIOL 2401 or BIOL 2402) and 3 SCH in (BIOL 1306 or BIOL 1307 or BIOL 1308 or BIOL 1309 or BIOL 2401 or BIOL 2402 or CHEM 1307 or CHEM 1311 or CHEM 1312 or PHYS 1301 or PHYS 1302 or PHYS 1315 or PHYS 1415 or PHYS 1417 or PHYS 2125 or PHYS 2126 or PHYS 2325 or PHYS 2326).

PSY 456. Sensation and Perception. 3 Hours.
This course explores how individuals perceive their surroundings by various sensory modalities and signal processing capabilities of the brain. Prerequisite: PSYC 2301 and 6 SCH from the following: 3 SCH of which must be in biology (BIOL 1306 or BIOL 1307 or BIOL 1308 or BIOL 1309 or BIOL 2401 or BIOL 2402) and 3 SCH in (BIOL 1306 or BIOL 1307 or BIOL 1308 or BIOL 1309 or BIOL 2401 or BIOL 2402 or CHEM 1307 or CHEM 1311 or CHEM 1312 or PHYS 1301 or PHYS 1302 or PHYS 1315 or PHYS 1415 or PHYS 1417 or PHYS 2125 or PHYS 2126 or PHYS 2325 or PHYS 2326).

PSY 465. Psychology of Aging. 3 Hours.
This course studies the theoretical and research literature related to the psychological aspects of aging. Consideration is given to changes in physical, perceptual, and cognitive processes as they affect vocational, social, and personal adjustment.

PSY 466. Cognitive Psychology. 3 Hours.
The student examines the study of thinking behaviors in humans and other higher animals including perception, categorization, reflection, self-awareness, communication, language, creativity, and other related topics. Prerequisite: PSYC 2301.

PSY 470. Psychology of Behavior Disorders. 3 Hours.
This class prepares students to diagnose psychological disorders using the current diagnostic manual. Videotape cases will be used to illustrate the various types of disorders. Attention will also be given to gathering relevant information from the clinical interview, psychometrics, and other sources to assist in the diagnostic process. Prerequisite: Admission to the Undergraduate Scholars Early Start Psychology Master's Program.

PSY 471. Psychological Theories of Learning. 3 Hours.
This course surveys the various theories of learning from classical and operant conditioning to cognitive developmental models and information processing. This course emphasizes application of appropriate theories to real life situations. Prerequisite: Admission into the Undergraduate Scholars Early Start Psychology Master's Program.

PSY 472. Behavior Modification. 3 Hours.
Examines the principles and techniques of behavior modification as it is applied to clinical, industrial and self-modification programs. Prerequisite: Admission into the Undergraduate Scholars Early Start Psychology Master’s Program.

PSY 473. Advanced Psychological Statistics. 3 Hours.
This applied course is designed to foster students’ understanding of the relationship between research methodology and statistical analysis. Students will learn how to determine which statistic is appropriate given the particular research design and will apply their knowledge of psychological statistics by analyzing and interpreting sets of data. Prerequisite: Admission into the Undergraduate Scholars Early Start Psychology Master’s Program.

PSY 474. Research Literature and Techniques. 3 Hours.
Students will review and research studies produced by investigators in student's major field with emphasis on investigative and verification techniques employed. Demonstrate competence in using systematic research techniques by investigation and formal reporting of a problem. Prerequisite: Admission into the Undergraduate Scholars Early Start Psychology Master's Program.

PSY 475. Advanced Cognitive Psychology. 3 Hours.
Students will synthesize and analyze classic and contemporary readings in the cognitive sciences and apply their acquired knowledge of the subject to a variety of activities designed to provide firsthand experience in the field of cognitive psychology. Prerequisite: Admission into the Undergraduate Scholars Early Start Psychology Master’s Program.
PSY 476. Advanced Physiological Psychology. 3 Hours.
This course examines the relationship between the brain and behavior. Students will study the anatomy of the central nervous system at a macroscopic and microscopic level, as well as the processes by which the nervous system interacts with the environment. Prerequisite: Admission into the Undergraduate Scholars Early Start Psychology Master's Program.

PSY 477. Human Growth and Development. 3 Hours.
This course examines physical, cognitive and psychosexual development across the human life span. Emphasis is given to the complex process that grows out of the interactions between a changing person and a changing world that continues throughout the entire life span. Prerequisite: Admission into the Undergraduate Scholars Early Start Psychology Master's Program.

PSY 478. Advanced Social Psychology. 3 Hours.
This course will examine the social influences on human behavior by reviewing current and historically relevant psychological research. Prerequisite: PSYC 2301, and Admission into the Undergraduate Scholars Early Start Psychology Master's Program.

PSY 480. Advanced Personality Theories. 3 Hours.
This course will survey both classic and current topics in advanced personality psychology with an emphasis on application to both observational and experimental research in the field. Students will participate in a class project to write a research proposal and have the opportunity to participate in completing the project and presenting at a professional conference. Prerequisite: Admission into the Undergraduate Scholars Early Start Psychology Master's Program.

PSY 481. Clinical Assessment. 3 Hours.
Provides students with historical perspective concerning the nature and meaning of assessment. Addresses basic concepts of standardized and non-standardized methods of clinical assessment for a variety of clinical settings. Addresses statistical concepts and psychometric concepts of reliability and validity. The student will learn how the Mental Status Exam, Clinical Interview and assessments used in clinical settings and how to perform these and complete to report writing. The student will learn how to evaluate testing instruments. Issues of diversity and ethical strategies for selecting, administering and interpreting assessment and evaluation instruments is addressed. Prerequisite: Admission into the Undergraduate Scholars Early Start Psychology Master's Program.

PSY 482. Ethics in Counseling and Psychology. 3 Hours.
Explores the range of ethical issues that professionals may encounter within the field of counseling and psychology. Through lecture, discussion, reading, and role-plays, students will explore such issues as ethical codes and ethical decision-making, boundaries of competence, confidentiality, dual relationships, insurance/third party payments, advertising, assessment, teaching, therapy and research. Prerequisite: Admission into the Undergraduate Scholars Early Start Psychology Master's Program.

PSY 483. Psychopharmacology for Counselors. 3 Hours.
This course is a basic introduction to psychopharmacology non-medical counselors. Basic neuropsychological principles will be discussed and applied to relevant diagnostic groups involving various classes of psychopharmacological medications. The course will help counselors to understand client issues that pertain to psychopharmacology. It will equip the counselor-in-training to better understand psychopharmacology and to interact with medical personnel who prescribe psychotherapeutic medications. This training will allow counselors to understand how medications are used and how the application of various psychopharmacological medications can affect the counseling process. Prerequisite: Admission into the Undergraduate Scholars Early Start Psychology Master's Program.

PSY 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

PSY 490. Undergraduate Research Practicum. 1-3 Hours.
Students will conduct faculty-supervised research. The scope and nature of the work will be determined by the faculty sponsor and the student. Prerequisite: Sophomore standing, faculty sponsor approval, PSYC 2301, and PSYC 2317.

PSY 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

PSY 503. Psychology of Behavior Disorders. 3 Hours.
This class prepares students to diagnose psychological disorders using the current diagnostic manual. Videotape cases will be used to illustrate the various types of disorders. Attention will also be given to gathering relevant information from the clinical interview, psychometrics, and other sources to assist in the diagnostic process. Prerequisite: PSY 316 or equivalent.

PSY 516. Psychological Theories of Learning. 3 Hours.
PSY 516 surveys the various theories of learning from classical and operant conditioning to cognitive developmental models and information processing. This course emphasizes application of appropriate theories to real life situations.

PSY 535. Behavior Modification. 3 Hours.
This course examines principles and techniques of behavior modification as it is applied to clinical, school, industrial and self-modification programs.

PSY 539. Advanced Psychological Statistics. 3 Hours.
Students will learn how to determine which statistical method is most appropriate for any given set of data. Students will also become adept in performing a variety of statistical computations as well as interpreting research results.
PSY 540. Research Literature and Techniques. 3 Hours.
Students will review and research studies produced by investigators in student's major field with emphasis on investigative and verification techniques employed. Demonstrate competence in using systematic research techniques by investigation and formal reporting of a problem.

PSY 541. Advanced Cognitive Psychology. 3 Hours.
Students will synthesize and analyze classic and contemporary readings in the cognitive sciences and apply their acquired knowledge of the subject to a variety of activities designed to provide firsthand experience in the field of cognitive psychology. Prerequisite: Graduate standing.

PSY 542. Advanced Physiological Psychology. 3 Hours.
This course examines the relationship between the brain and behavior. Students will study the anatomy of the central nervous system at a macroscopic and microscopic level, as well as the processes by which the nervous system interacts with the environment. Prerequisite: Graduate standing and PSYC 2317.

PSY 543. Human Growth and Development. 3 Hours.
This course examines physical, cognitive and psychosexual development across the human life span. Emphasis is given to the complex process that grows out of the interactions between a changing person and a changing world that continues throughout the entire life span.

PSY 544. Advanced Social Psychology. 3 Hours.
This course will examine the social influences on human behavior by reviewing current and historically relevant psychological research. Prerequisite: PSYC 2301.

PSY 545. Human Sexual Behavior. 3 Hours.
Human Sexual Behavior examines biological capabilities, psychological characteristics, and social and cultural influences on human sexual behavior. The course emphasizes the diversity of sexual learning, attitudes, and values. Students who have already completed PSY 445 are not eligible for this course. (Cross listed with PSY 445).

PSY 546. Advanced Personality Theories. 3 Hours.
This course will survey both classic and current topics in advanced personality psychology with an emphasis on application to both observational and experimental research in the field. Students will participate in a class project to write a research proposal and have the opportunity to participate in completing the project and presenting at a professional conference. Prerequisite: PSYC 2301.

PSY 550. Clinical Assessment. 3 Hours.
This course provides students with historical perspective concerning the nature and meaning of assessment. It addresses basic concepts of standardized and non-standardized methods of clinical assessment for a variety of clinical settings. Also addressed are the statistical and psychometric concepts of reliability and validity. The student will learn how the Mental Status Exam, Clinical Interview and MMPI-2 are used in clinical settings and how to perform these assessments complete to report writing. The student will learn how to evaluate the quality of testing instruments. Issues of diversity and ethical strategies for selecting, administering and interpreting assessment and evaluation instruments are addressed. Prerequisite: PSYC 2317.

PSY 572. Intelligence Testing. 3 Hours.
This class focuses on the assessment of intelligence of children, adolescents and adults. The course will familiarize students with the history, purpose and process of measuring intelligence. Students will administer, score, and interpret results on the WPPSI-III, WISC-IV and the WAIS-III.

PSY 575. Ethics in Counseling and Psychology. 3 Hours.
Students explore the range of ethical issues that professionals may encounter within the field of psychology. Through lecture, discussion, reading, and role-plays, students will explore such issues as ethical codes and ethical decision-making, boundaries of competence, confidentiality, dual relationships, insurance/third party payments, advertising, assessment, teaching, therapy, and research.

PSY 578. Marriage and Family Therapy. 3 Hours.
This is an examination of the application of relationship counseling theory to the study of marital systems and the application of family systems theory to the study of family dynamics. The focus will be on structural, strategic and system approaches. A combination of didactic and experiential methods is employed. Students are expected to be involved in role-playing and strategic exercises.

PSY 579. Psychopharmacology for Counselors. 3 Hours.
The course is a basic introduction to psychopharmacology for non-medical counselors. Basic neuropsychological principles will be discussed and applied to relevant diagnostic groups involving various classes of psychopharmacological medications. The course will help counselors to understand client issues that pertain to psychopharmacology. It will equip the counselor-in-training to better understand psychopharmacology and to interact with medical personnel who prescribe psychotherapeutic medications. This training will allow counselors to understand how medications are used and how the application of various psychopharmacological medications can affect the counseling process.

PSY 581. Child and Adolescent Psychology. 3 Hours.
This course examines the bio-psychosocial issues of children and adolescents. Psychological theories and counseling interventions that address the emotional needs of children and adolescents are studied. Emphasis is given to the diagnosis of psychological disorders and psychological treatment.

PSY 589. Individual Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

PSY 597. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.
PSYC 2301. General Psychology. 3 Hours.
In this course students will be introduced to fields of study such as cognitive psychology, developmental psychology, abnormal psychology and clinical psychology. This course will also discuss the basic principles of learning, memory and motivation, as well as the classic theories that psychology is rooted upon.

PSYC 2308. Child Psychology. 3 Hours.
This course acquaints students with the basic principles and major issues influencing human development specific to infants and children. Theories and methods used to understand development will be discussed. Attention will be given to the social issues that affect our view of children and families, and special attention will be paid to the application of theories, methods and principles to working with children in the role of parent, caregiver and teacher. This course will provide meaningful scientific information in understanding child development and in providing practical principles for working with children. Prerequisite: PSYC 2301.

PSYC 2314. Lifespan Growth and Development. 3 Hours.
This course presents the growth and developmental stages of prenatal, birth, childhood, adolescence, young and middle adulthood, old age and death. It focuses on biological/genetic and environmental influences on cognitive, physical, and socioemotional/psychological development. Prerequisite: PSYC 2301.

PSYC 2317. Statistical Methods in Psychology. 3 Hours.
This course will discuss the concepts and statistical procedures of data analysis used in the behavioral sciences. In the course students will learn ways to describe data (descriptive statistics) and methods of evaluating hypotheses and testing psychological theories (inferential statistics) using examples from the psychological literature. Specific topics will include t-test, ANOVA, correlation, regression and non-parametric tests. Prerequisite: MATH 1314.

PSYC 289. Independent Study. 1-4 Hours.
This course is individualized instruction/research at lower undergraduate level in a specialized content area under the direction of a faculty member. Prerequisite: Consent of faculty, coordinator, or department chair.

Reading (RDG) (READ)

RDG 340. Reading: Overview and Strategies I. 3 Hours.
This course is an introduction to the teaching of reading. Current issues and theories will be addressed as well as methods for teaching word recognition, vocabulary and comprehension. The scope and sequence of reading skills and their relationship to the Texas Essential Knowledge and Skills will be studied.

RDG 341. Reading: Overview and Strategies II. 3 Hours.
This course expands and refines topics introduced in RDG 340. Specific emphasis will be given to techniques for teaching reading lessons, approaches to the teaching of reading and evaluation. Prerequisite: RDG 340.

RDG 342. Diagnostic Teaching of Reading. 3 Hours.
This course emphasizes techniques for individualizing instruction for children who experience minor difficulties in reading strategies for evaluating and providing for individual needs in the regular classroom will be stressed. Prerequisite: RDG 340.

RDG 343. Reading Beyond the Primary Grades. 3 Hours.
This course teaches content area teachers how to help their students learn from textbooks, including techniques for evaluating both textbooks and students. Coping with the reading, demands of textbooks, and study skills will be learned.

RDG 344. Reading Comprehension. 3 Hours.
This course will address the research, strategies, and materials related to teaching reading comprehension. Students will evaluate reading programs and study techniques used in meeting the comprehension needs of readers. Prerequisite: RDG 340.

RDG 346. Word Recognition. 3 Hours.
This course addresses strategies for helping children achieve reading fluency through effective and efficient word identification. Research, strategies, and materials related to word recognition will be examined. Prerequisite: RDG 340.

RDG 350. Emergent Literacy Development. 3 Hours.
This course provides the pre-service EC-6 teacher with knowledge and skills necessary to promote early literacy development. Students will develop competency in the components of emergent literacy, including oral language development, phonological and phonemic awareness, the alphabetic principle, high frequency vocabulary development, decoding and spelling strategies, and fluency development. The targeted grade levels for this course are early childhood through grade two.

RDG 352. Literacy Development in the Upper Grades. 3 Hours.
This course provides the pre-service EC-6 teacher with knowledge and skills necessary to promote literacy development in the upper grades. Pre-service teachers will develop competency in promoting content literacy, fluency with expository texts, and vocabulary development. The targeted grade levels for this course are grades three through six. Prerequisite: Admission to the Teacher Preparation Program and successful completion of RDG 350.
RDG 354. Assessment Driven Literacy Instruction. 3 Hours.
This course provides the pre-service teachers with strategies for helping students who are experiencing minor difficulties in their reading development. A holistic framework will be provided for examining reading difficulties and with techniques for developing reading strengths within the classroom. Prerequisite: Admission to the Teacher Preparation Program and successful completion of RDG 350.

RDG 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary. Prerequisite: Requires a student contract approved by the instructor and dean.

RDG 501. Fundamentals of Reading Instruction. 3 Hours.
This course provides the essential reading skills and teaching techniques for pre-service teachers. Additionally, the course covers effective components of reading instruction, along with research-based student interventions. Prerequisite: Must be admitted into Alternative Certification Program.

RDG 560. Diagnostic and Remedial Reading. 3 Hours.
This course focuses on evidence based reading interventions for the struggling reader. The essential components of effective reading instruction, scientifically based reading strategies, and appropriate literacy assessments will be addressed. This course will assist the reading teacher/specialist in acquiring the necessary understandings and techniques to close achievement gaps in reading.

RDG 566. Clinical Practicum in Reading. 3 Hours.
This course focuses on evidence based reading instruction. The features of effective reading instruction, scientifically based reading strategies, and appropriate literacy assessments will be applied in a clinical setting. This course will assist the reading teacher/specialist in acquiring the necessary understandings and techniques to facilitate reading instruction for all students.

RDG 562. Prescriptive Reading. 3 Hours.
This course provides a framework for examining reading difficulties in all components of reading instruction. Effective assessment techniques and strategies to scaffold student learning will be discussed. Prerequisite: Must be admitted into Alternative Certification Program.

RDG 563. Teaching Reading in the Content Area. 3 Hours.
This course assists the content area teacher in acquiring the necessary understandings and techniques to more effectively facilitate learning from textbooks. Prerequisite: Must be admitted into Alternative Certification Program.

RDG 589. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary. Prerequisite: Requires a student contract approved by the instructor and dean.

READ 089. Independent Study in Developmental Reading. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary. Prerequisite: Requires a student contract approved by the instructor and dean.

Social Work (SOCW)

SOCW 360. Working with Diverse Populations. 3 Hours.
This course is designed to introduce students to the diverse populations they would come across in the field of social work. Course contents will include a discussion of the historical, cultural, socioeconomic, and political backgrounds of such groups as well as various ethical considerations involved in working with diverse populations.

SOCW 365. Social Work Practice with Individuals and Families. 3 Hours.
This course presents an overview of the theories and models of social work intervention with individuals, families, and groups with a focus on helping individuals and families cope with family problems. Through didactic and experiential activities, students will learn and practice assessment and intervention techniques for work with diverse family structures in a variety of practice settings including home, school, child welfare, mental health, family court, corrections, and other community environments. Specific practice models will include humanistic, positivistic, and evidence based methods.

SOCW 370. Social Welfare Policy. 3 Hours.
This course introduces students to social welfare policy and advocacy in the field of social work with emphasis on the historical, cultural, socioeconomic, and political basis of social welfare policy in the United States and to some degree, around the globe. Attention will also be paid to issues such as poverty and inequality, health and health care policy, child welfare, mental health care policy, welfare of the elderly, and human rights.

Sociology (SOC) (SOCI)

SOC 310. Sociological Theory. 3 Hours.
This course is an overview of the development of the field of sociology and sociological theories. Course contents will include a discussion of the major schools of thought in sociology as well as classical and contemporary sociological theorists.

SOC 314. Social Psychology. 3 Hours.
This course explores the manner in which the personality, perceptions, attitudes, motivations, and behaviors of the individual influence and are influenced by social groups. The course investigates the nature and causes of individual behavior in the context of society.
SOCI 1301. Introduction to Sociology. 3 Hours.
This course will introduce students to the basics of sociological thinking. It will help them better understand the social world in which they live, as well as the social forces that shape human behavior.

SOC 380. Ethnic and Cultural Diversity in America. 3 Hours.
This course reviews the originalities and experiences of the various national, ethnic, cultural, religious, and social groups that make up what is known today as the United States of America. Attention is also paid to how such originalities and/or experiences impact or influence contemporary realities for each group. Cross listed with CJ 380.

SOC 385. Globalization and Social Change. 3 Hours.
This course provides students with the ability to apply social science concepts and approaches to better understand the ways in which globalization impacts societies and individuals. The course will also highlight the ways in which sociological theory applies to contemporary forms of social interaction at the global level, international travel and migration, global business, and relationships between countries. Students will also learn how globalization has impacted marriage and family arrangements, educational institutions, work environments, and perceptions of human rights related to race, class, gender, and sexuality.

SOC 485. Religion and Society. 3 Hours.
Course is an overview of the cultural, social, economic, and political contexts of the concept of religion. Course contents include both classical and contemporary sociological thoughts on the concept of religion, religious consciousness, religious practice, the meaning and significance of religion, and social expressions of religion.

SOC 489. Individual Study. 3 Hours.
This course provides individual instruction designed for exigent circumstances.

SOC 490. Senior Seminar. 3 Hours.
Designed as a capstone experience for students of sociology, this course will both unify and synthesize knowledge gained throughout their undergraduate years by exploring connections between people and society. In addition to a general review of the theories, methods, and substantive areas covered in core sociology courses, the class will investigate various career options available to sociologists. Prerequisite: Major in sociology and senior standing or instructor permission.

SOC 495. Sociology Internship. 3 Hours.
This course provides an opportunity for sociology majors or minors to be exposed to real world situations where they can apply their sociological knowledge and be in a position to see and appreciate where and how theory and practice meet in a variety of supervised work environments. Prerequisite: Senior standing or permission of instructor.

SOC 497. Special Topics. 3-6 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

SOCI 1301. Introduction to Sociology. 3 Hours.
This course will introduce students to the basics of sociological thinking. It will help them better understand the social world in which they live, as well as the social forces that shape human behavior. It provides an overview of major sociological concepts and principles including theory and method, culture and socialization, social structure and institutions, social stratification of race, gender and class, and deviance and social control.
SOCI 2301. Marriage and Family. 3 Hours.
Using a sociological perspective, this course examines the institution of marriage and identifies family structures through an overview of the current topics affecting family and a discussion of sex, marriage, and family in historical and cross-cultural context. It covers topics including changing gender roles, kinship ties, family types, family problems, and aging.

SOCI 2350. Introduction to Social Work. 3 Hours.
This course is designed to introduce students to the field of social work and the concept of social welfare along with the values and ethics that guide the social work profession and the setting in which social workers are employed. The historical roots of the field of social work and the profession’s commitment to diverse and at-risk populations and social/economic justice are highlighted.

SOCI 2370. Contemporary Social Issues and Concerns. 3 Hours.
This course involves the study of current issues of concern to Americans and people around the world. Issues relating to terrorism, crime and punishment, inequality, poverty, human rights and freedoms, immigration, health and healthcare, and global warming are explored along with their causes, consequences, and possible solutions.

SOCI 289. Independent Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

SOCI 335. Media and Society. 3 Hours.
The course provides students with the ability to apply social science concepts and approaches to better understand the ways in which people use and consume various forms of media. It will also highlight the ways in which sociological theory applies to contemporary forms of social interaction, including online social networks, political and social movement media campaigns, and the online social construction of race, class, gender, and sexuality.

SOCI 345. Sociology of Crime and Justice. 3 Hours.
Students are provided with the ability to apply social science concepts and approaches to better understand and analyze the relationships between law, crime, criminal behavior, politics, public policy, justice, and punishment from a sociological perspective. The course will also highlight the factors that influence such relationships.

SOCI 355. Medical Sociology. 3 Hours.
This course provides students with the ability to apply social science concepts and approaches to understand the ways in which members of a culture diagnose and respond to illness. Sections reviewed in the course include doctor-patient interaction, the social construction of health and illness, the history of medical sociology, the health care system in contemporary society, alternative medical practices, and differential health outcomes by race, class, gender, sexuality, and geographical location.

Spanish (SPAN)

SPAN 1311. Beginning Spanish I. 3 Hours.
This is a language proficiency oriented course in which the primary objective is the development, at an upper beginner level, of the four language skills: listening comprehension, speaking, reading comprehension, and writing. Upon completion of the course, the student will be able to understand and use familiar, everyday expressions aimed at the satisfaction of basic communication needs and handle basic survival situations (answering a phone call, giving directions, etc.). Students will be able to interact in a simple way when the other person talks slowly and clearly, read short texts for pleasure and meaning, use simple grammatical structures and write sentences and short paragraphs dealing with familiar situations.

SPAN 1312. Beginning Spanish II. 3 Hours.
This course is a continuation of SPAN 1311 and is language-proficiency oriented. Its primary objective is the development, at a lower intermediate level, of the four language skills: listening comprehension, speaking, reading comprehension, and writing. Upon completion of the course, students will be able to master an acceptable pronunciation and intonation, apply in communication frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, etc.), handle basic language survival situations and activities in the past and future. Students will be able to read short academic and fictional text and write short compositions of familiar and academic topics. Prerequisite: SPAN 1311 with a grade of C or higher.

SPAN 1411. Beginning Spanish I. 4 Hours.
This is an elementary course designed for students with little knowledge or no prior study of the Spanish language. The course is proficiency oriented and its primary objective is the development, at an upper beginner level, of the four language skills: listening comprehension, speaking, reading comprehension, and writing.

SPAN 1412. Beginning Spanish II. 4 Hours.
This is a continuation of SPAN 1411. The course is proficiency oriented and its primary objective is the development, at a lower intermediate level, of the four language skills: listening comprehension, speaking, reading comprehension, and writing. Prerequisite: SPAN 1411 or two units of high school Spanish.
SPAN 2311. Intermediate Spanish I. 3 Hours.
This is the first course of second-year Spanish. The purpose of this course is to enable the student to acquire greater proficiency in the four skills in a greater variety of situations. At this level, students should be able to narrate and describe in present, past, and future time and handle many survival situations. Since the focus is on developing the conversational skills, much listening and reading is needed to help develop speaking. The writing skill will be developed using a process approach to include discourse modes of narrative, descriptive, expository, and argumentative styles. It is assumed that the intermediate student is able to understand authentic aural and written texts as used by native speakers to narrate and describe personal and factual information. An intermediate student is able to pronounce Spanish clearly, handle many survival situations, can ask and answer questions, and create with the language on familiar topics. The learner has a grammatical basis to be able to express ideas in speaking and writing using complete sentences and paragraphs. Prerequisite: SPAN 1312 or two years of high school Spanish.

SPAN 2312. Intermediate Spanish II. 3 Hours.
This course is the second course of second-year Spanish. The purpose of this course is to enable the student to acquire greater proficiency in the four skills in a greater variety of situations. At this level, students should be able to narrate and describe in present, past, and future time and handle many survival situations. Since the focus is on developing the conversational skills, much listening and reading is needed to help develop speaking. The writing skill will be developed using a process approach to include discourse modes of narrative, descriptive, expository, and argumentative styles. It is assumed that the intermediate student is able to understand authentic aural and written texts as used by native speakers to narrate and describe personal and factual information. An intermediate student is able to pronounce Spanish clearly, handle many survival situations, can ask and answer questions, and create with the language on familiar topics. The learner has a grammatical basis to be able to express ideas in speaking and writing using complete sentences and paragraphs. Prerequisite: SPAN 2311.

SPAN 289. Individual Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

SPAN 303. Spanish Composition and Conversation. 3 Hours.
This course is a review of the most important concepts of first and second year Spanish, expanding on advanced grammar issues, writing skills and oral dictation. It provides students with the skills required to improve their written and oral communication competency in the Spanish language at an upper intermediate level. It includes the development of conversational skills with an emphasis on grammatical constructions, following a structural analysis of representative literary texts. It also deals with the development of oral skills through pronunciation practice, discussion of current events, skits, interviews, conversations, role plays, and debates. Course activities provide students with tools to express themselves clearly, completely, and accurately both in written and oral form. Activities also foster the development of depth of knowledge, critical thinking, and written expression in Spanish, providing students with the ability to think rationally, develop informed opinions, and comprehend new ideas.

SPAN 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

SPAN 497. Special Topics. 3 Hours.
Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

Special Education (SPED)

SPED 410. Introduction to Individual with Exceptionalities. 3 Hours.
This course develops students' foundational knowledge of historical perspectives, educational principles, laws, and professional ethics and roles in the fields of special education and English Language Learners (ELL). It focuses on the learning and behavioral characteristics of diverse learners, including students with exceptionalities (which includes disabilities, Attention Deficit Hyperactivity Disorders, Dyslexia, and Gifted/Talented) students who are ELL and students who are Culturally and Linguistically Diverse Exceptional (CLDE) learners. Additionally, this course introduces instructional strategies, appropriate curriculum, accommodations, modifications, and assistive technology to ensure the success of all learners.

SPED 415. Teaching Students with Low Incidence Disabilities. 3 Hours.
This course will introduce learners to the intellectual functioning and characteristics of students with low incidence disabilities from early childhood through graduation. The course will address assessment of intellectual functioning and adaptive behavior. Learners will apply course concepts to the instruction and care of students with low incidence disabilities. Transition of students from IDEA to other service providers will also be addressed.

SPED 416. Behavior Management and Motivation. 3 Hours.
This course examines different motivational and behavior management theories and strategies. Practical techniques to use with individual students, small groups, and classrooms will be explored. Prerequisite: Admitted to the Teacher Preparation Program.

SPED 417. Teaching Students with High-Incidence Disabilities. 3 Hours.
This course will introduce learners to the intellectual functioning and characteristics of students with high incidence disabilities. The course will cover the assessment of intellectual functioning characteristics of students with high incidence disabilities. Additionally, the student will apply knowledge learned in this class to the instruction of students with high incidence disabilities.

SPED 418. Research, Trends, and Issues in Education. 3 Hours.
This course presents current research, issues, and trends in education, specifically emphasizing the teaching-learning process to meet specific student learning needs. Emphasis is placed on teacher candidates integrating best practices in the teaching-learning process including: 1) Strength-based strategies, 2) Understanding by Design, 3) Differentiation, 4) Differentiation for Neurodiversity, 5) State Accountability Testing, and 6) Teacher Evaluation. Prerequisite: Admission to the Teacher Preparation Program.
SPED 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary. Prerequisite: Requires a student contract with the approval of the instructor and dean.

SPED 520. Technology for Inclusion. 3 Hours.
This course focuses on developing students’ understanding of learners with special needs and the use of assistive technologies (AT) to meet the needs of such learners in inclusive settings. Students will investigate inclusion, accessible design, and using technology to meet the objectives of Individualized Education Plans of students with disabilities.

SPED 525. Special Education Law. 3 Hours.
This course explores special education legislation (federal and state) influencing the current practices in public and private schools, agencies, communities, and public services relative to individuals with disabilities.

SPED 526. The Young Exceptional Child. 3 Hours.
The American population is increasingly diverse. It is critical that educators, especially early childhood and special educators, study child development from a multicultural perspective. Play is the work of young children, but children of different cultures utilize play in different ways. They also vary in the manner of communication and the manner in which they respond to adults. This course will familiarize students with research-based program models and curricula that are appropriate for early childhood special education. Students will describe the characteristics of children in the early years of development who have special needs and explain the classroom adaptations that can be used to support their learning. Students will also describe appropriate social interactions, learning, language, plan, and overall behaviors for young exceptional learners through a multicultural perspective.

SPED 527. Methods of Teaching Young Learners with Disabilities. 3 Hours.
In this course students will study research-based behavior management and instructional techniques appropriate for the instruction of early childhood children. Students will design and evaluate curricula using principles of developmentally appropriate practice for infants and children from birth to 5 years, including individualized, child-centered learning that is relationship-based, active, culturally sensitive and inclusive. Students will design effective family involvement and physical, social and instructional environments using universal design including applications of instructional and assistive technology for young children. Additionally, students will distinguish between young children with developmental disabilities and normally developing young children as they visit early childhood classrooms and PPCD classrooms.

SPED 540. Introduction to Exceptionalities. 3 Hours.
This course provides teachers with a foundational knowledge and basic understandings needed to work with students with exceptionalities. Students will investigate the learning and behavioral characteristics of students with exceptionalities and laws relative to this population. Prerequisite: Must be admitted into Alternative Certification Program.

SPED 541. Assessment and Instructional Planning. 3 Hours.
This course provides the student with experiences to develop competency in informal assessment procedures that address processing and learning. Students link the results of neurodevelopment assessment, curriculum-based assessment, and performance-based assessment to individualized instructional planning.

SPED 542. Methods for Exceptional Learners I. 3 Hours.
This course prepares teachers to meet the need of learners with moderate to severe disabilities, ages 3 to 21 years. The course content focuses on: methods of instruction for students with moderate to severe disabilities, research-based instructional interventions demonstrated to be effective with this specific population, and strategies to measure, document, and track student performance for the purpose of making evidence-based decisions and planning.

SPED 543. Methods for Exceptional Learners II. 3 Hours.
This course prepares teachers to meet the needs of learners with mild to moderate disabilities, ages 3 to 21 years. The course content focuses on: (1) methods of instruction for students with mild to moderate disabilities in inclusive settings; (2) research-based instructional interventions demonstrated to be effective with this specific population, and (3) strategies to measure, document, and track student performance for the purposes of making evidence-based decisions and planning.

SPED 547. Cognitive Assessment. 4 Hours.
This course provides the students with experiences to develop competent skills in individual cognitive assessment for children, adolescents, and adults. Specific emphasis is on the administration and interpretation of formal standardized instruments. Prerequisite: SPED 549.

SPED 548. Instructional Planning for Diagnosticians. 3 Hours.
This course provides the students with experiences needed to develop legal and educationally beneficial Individual Education Programs (IEPs). Students use assessment results to write Individualized Educational Plan goals, and investigate collaborative planning key stakeholders. Prerequisite: SPED 547 and SPED 549.

SPED 549. Achievement Assessment. 4 Hours.
This course emphasizes the administration of formal standardized instruments, and the use of results for instructional planning.

SPED 566. Behavior Management and Motivation. 3 Hours.
This course examines motivational and behavior management theories and strategies. The use of functional behavioral assessment, as well as its application to intervention planning, is emphasized along with current research, issues, and trends.
SPED 585. Practicum for Educational Diagnosticians. 1 Hour.
This course provides a platform for students in the Educational Diagnostician program to actively "shadow" a practicing diagnostician while they complete their professional activities in public school in meeting time management, assessment, collaboration, legal and ethical requirements of their position. Additionally, students will demonstrate competency in administering individual cognitive assessments using the Wechsler Intelligence Tests and Woodcock-Johnson Cognitive Assessment Battery for purposes of eligibility determination, diagnosis, and individualized instructional planning.

SPED 589. Individual Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary. Prerequisite: Requires a student contract with approval of the instructor and dean.

SPED 597. Special Topic. 1-3 Hours.
Instructors will provide an organized class designed to cover areas of a specific topic. Students may repeat the course when topics vary.

Speech (SPCH)

SPCH 1101. Managerial and Professional Communication. 1 Hour.
This course provides students with the skills necessary for public speaking in a professional environment.

SPCH 1102. Business and Technical Presentations. 1 Hour.
This course provides students with the skills necessary for utilizing technology in public speaking and professional situations.

SPCH 1315. Public Speaking. 3 Hours.
Public Speaking is designed to assist students in developing public speaking skills. Students are trained in selecting and organizing ideas; adapting a message to a particular audience; supporting ideas clearly, vividly, and logically; and delivering an effective message with confidence and enthusiasm.

SPCH 289. Independent Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

Supply Chain Management (SCM)

SCM 304. Principles of Supply Chain Management (SL). 3 Hours.
A firm supply chain includes all internal functions plus external suppliers involved in the identification and fulfillment of needs for materials, equipment, and services. Supply chain management lays the foundation for a successful business operation. This course integrates the principles of Experiential Learning and meets the criteria for service learning. Prerequisite: Junior standing.

SCM 310. Purchasing (EL). 3 Hours.
This course is an overview of the purchasing process, which includes the responsibilities of procurement professionals. This course develops an understanding of the competitive advantage through the procurement and sourcing processes. This course integrates the principles of Experiential Learning (EL) and meets the criteria for project-based learning. Prerequisite: Junior standing.

SCM 325. Business Statistics (EL). 3 Hours.
This course introduces students to statistical methods used in addressing real world business problems. Topics covered include sampling distributions, confidence intervals, hypothesis testing, simple regression, and multiple regression. Appropriate computer resources will be used. This course integrates the principles of Experiential Learning and meets the criteria for undergraduate research. Prerequisite: MATH 1342.

SCM 412. Transportation. 3 Hours.
This course presents the business process for transportation and logistics including all the activities required to move products, money, and information within the supply chain. Prerequisite. Junior standing.

SCM 434. Quality Analysis and Control. 3 Hours.
This course explores how quality integrates fundamental management techniques and technical tools under a disciplined approach. Prerequisite: SCM 325, or MATH 1325, or MATH 2413.

SCM 489. Independent Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

SCM 512. Supply Chain Management Systems. 3 Hours.
The supply chain professional learns the basic techniques and concepts which includes building sales and operations plans. Prerequisite: Admission into the MBA program.

SCM 543. Purchasing and Quality Management. 3 Hours.
This course focuses on the management system, which is concerned with planning and meeting customer needs through leadership and strategic planning. Prerequisite: Admission into the MBA program.

SCM 554. Logistics and Transportation Management. 3 Hours.
This course focuses on the functional areas of logistics and transportation, with emphasis placed on the quantitative treatment of the design and planning issues in logistics. Prerequisite: Admission into the MBA program.
SCM 568. Supply Chain Management Financial Strategy and Profitability. 3 Hours.
This course includes case studies, examples, and in-depth analysis of technical issues involved in supply chain management, network design, and strategic partnering. The course engages students in managing a supply chain and provides a starting point for discussing the value of information in the supply chain, strategic partnering, and centralized decision making. This course is equivalent to both FIN 568 and ACCT 568. Prerequisite: ACCT 2301 and ACCT 2302, or ACCT 526.
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