

TEXAS A&M UNIVERSITY-TEXARKANA



**GENERAL CATALOG
2003-2004**

A MEMBER OF
THE TEXAS A&M UNIVERSITY SYSTEM

2600 North Robison Road
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Phone: (903) 223-3000 Fax: (903) 832-8890
<http://www.tamut.edu>

President's Message



We welcome you to join the Texas A&M University-Texarkana family of students, faculty and staff. Texas A&M-University-Texarkana is in the midst of the most exciting transformation in our history. We are involved in developing new College of Engineering and Information Technology which will provide even more educational opportunities for this region. House Bill 1566 passed the Legislature and was signed into law by the Governor which will allow the university to expand downward to become a full four-year university offering freshman and sophomore courses. As a part of that expansion, the university will obtain three hundred acres of land and build a new campus to better serve our students. It is, without question, a great and exciting time for the university, and I invite you to become a part of the family and grow with us.

As important and exciting as these major changes are, the real significance of what we do as a university is the opportunity to serve our students and help them fulfill their dreams. The following are two examples of the university's commitment to our students.

Dayte Shavers had waited 24 years for the graduation night that almost didn't come. A member of the Texas Army National Guard she and her unit were activated in January of her senior year. But as she shipped out to an uncertain future, she carried with her a notebook computer and an agreement from her three professors to complete her four remaining courses online. She accomplished that, graduated with her bachelor's degree in psychology and is now looking toward a master's degree with A&M-Texarkana.

Wanda Rayfield, one of our top graduates, had not expected to go to college but, following an economic downturn, was laid off from her job of 17 years. Now she says that she is glad this happened to her. She explains that what she's learned changed not only her life but also that of her two daughters who also weren't going to college until they saw their mother do so. Now they do see college in their future, and our community will be enhanced by this family's success.

These are just two of the hundreds of life-changing experiences that occur in a community that has access to higher education. The university is excited to be working for the betterment of our community by expanding educational opportunities for our citizens.

You will find an abundance of individual attention at TAMU-T, and I congratulate you on giving us the opportunity to be your university and serve you through our course offerings.

The administration, faculty, staff, alumni, friends of the university and supporters of this community are vitally interested in your success. We will demonstrate this to you by providing you with our very best.

Dr. Stephen R. Hensley, President
Texas A&M University-Texarkana

TAMU-T in Profile

Located on the border of Texas and Arkansas, Texas A&M University-Texarkana is an upper-level university serving junior, senior and graduate students—and proudly providing the citizens of Northeast Texas and three neighboring states a convenient opportunity to earn a four-year or graduate degree.

TAMU-T is a non-residential institution dedicated to offering career-oriented studies. Degrees are awarded in business, behavioral sciences, education, arts and sciences, criminal justice, general and interdisciplinary studies. TAMU-T is one of three institutions which became members of The Texas A&M University System in 1996.

The university's 53 faculty members emphasize teaching and advising. Ninety-three percent of TAMU-T's faculty hold a doctoral degree in their field of instruction. The faculty to student ratio is 1 to 15, and the 2003 fall semester enrollment was 1,429. The average student age is 32. Each semester, approximately 71 percent of students are female and 61 percent are enrolled part-time. Students in Oklahoma and Arkansas attend at in-state tuition rates, and, historically, 28 percent of the student body is from Arkansas.

TAMU-T offers flexible, year-round courses with mini-terms offered between semesters. Students select from 8 degrees and 20 majors at the undergraduate level, 5 degrees and 10 disciplines at the master's level, and can obtain 29 teaching certifications and endorsements.

In the fall of 1998, TAMU-T began offering three new degree programs in criminal justice, international business and human resource management. Also added that year were two certification programs for professional mid-management administrator and superintendent administrator. In 1997, TAMU-T teamed with three area community colleges to initiate a new program called "Teacher Bound" which enables teacher aides to become fully certified classroom teachers. The following year, TAMU-T established distance education centers in Jefferson and Mt. Pleasant resulting in savings of time and money. One of the university's fastest growing degree programs is the bachelor of applied arts and sciences which can award college credit for learning experience gained at work. Since 1998, additional degree programs have been added in adult education, biology, Mass Communications and Nursing.

Located 175 miles east of Dallas, Texarkana is a city of 50,000 at the northeast corner of the state sharing a state line with Texarkana, Arkansas. TAMU-T shares a campus with the junior college, Texarkana College, and benefits from this location and partnership by access to the college's physical education center and student center. TAMU-T and Texarkana College jointly operate the Palmer Memorial and John F. Moss Library of more than 175,000 volumes. This library was doubled in size in 1985 with the completion of a building expansion project. A&M-Texarkana and Texarkana College also

cooperate by sharing faculty and facilities to offer a joint four-year science specialization for elementary education majors.

TAMU-T's first building was the A.M. and Welma Aikin Instructional Systems Center, a modern building of three stories and 52,000 sq. ft. completed in 1978 which contains staff, administrative and student services offices. In 1997, construction began on a new addition to add classroom space, faculty offices and state-of-the-art instructional facilities. The almost \$5 million New Academic Building was dedicated in February, 1999.

To recognize academic achievement, the university has established chapters of national honor societies in English, history, business, psychology and education. Since 1987, TAMU-T counseling students have achieved a 100 percent first-time passage rate on the Licensed Professional Counselor exam. University business students have won state and national Phi Beta Lambda business student competition awards for 15 years in a row. In past years, one TAMU-T accounting student scored first in Texas and third in the nation on the CPA exam. Another has scored second on the CPA exam given in Oklahoma. In 1995, the university's new field-based teacher education program redesigned the way teachers are prepared for the classroom and won two national awards for innovation. In the fall of 1998, 78 percent of the public school teachers in the Texarkana, Texas ISD held TAMU-T degrees.

During the 2002-2003 biennium, the university's budget from state appropriations was \$11,382,108. In that same period, its total budget was \$17,887,312.

Additional information about TAMU-T can be obtained from the university's web site: <http://www.tamut.edu>. The university's main telephone number is (903) 223-3000 and its FAX number is (903) 832-8890.



TAMU-T IN PERSPECTIVE



TAMU-T's newly-designed alumni ring.

During the period 1969 to 1973, the Texas Legislature created nine upper-level institutions. Five were designated "free-standing" and four were designated "centers." East Texas State University at Texarkana, established in 1971, fell into the "center" category.

The institutions were similar in that: (1) They were located on

the campus of a community college; (2) They were created to serve relatively isolated populations and to increase educational access for students "place bound" because of family, job, or economic circumstances; (3) While they held separate accreditation from the Southern Association of Colleges and Schools, they offered baccalaureate and masters degrees in the name of a parent institution.

ETSU-T conducted its activities in accordance with guidelines for upper-level institutions issued by the Texas Higher Education Coordinating Board in 1973. They included: (1) Maintain a commitment to excellence in teaching and openness to innovation in educational methods and materials; (2) Give special consideration to the needs of older students who want to re-enter college to enter a new vocation; (3) Provide an atmosphere of openness, adaptability, maturity, and scholarship; (4) Permit transfer students with diverse backgrounds to work toward educational goals with minimum loss of time, credits or money; (5) Provide programs responsive to student interests and needs of area industry which serve as direct entry into occupations rather than research oriented professions; (6) Offer admission, orientation, guidance, counseling, academic and career assistance specifically for the student ready to begin program specialization.

The university began its service to the Northeast Texas area in 1971 with a planning year directed by Dr. John F. Moss, its first president. In the fall of 1972, 323 students were admitted.

In the first years, the university leased space from Texarkana College. In 1977-78, the A.M. and Welma Aikin Instructional Systems Center was built in honor of the late Texas State Senator and his wife from Paris who were instrumental in the progress of education.

In 1983, the legislature appropriated funds to build a new library which effectively doubled the size of the old one.

Dr. Stephen Hensley became the second president of

TAMU-T in September of 1994, and two years later in September of 1996, the university became of a member The Texas A&M University System, changing its name from East Texas State University at Texarkana to Texas A&M University-Texarkana.

The "typical" TAMU-T student was early-on termed nationally as being non-traditional. Now students across the country are similar to the typical TAMU-T student.

TAMU-T attempts to meet the special needs of students by offering mini-terms in January and May. This scheduling makes course offerings available on a year-round basis.

More than 80 percent of TAMU-T graduates remain in the university's service area. With more than 8,000 graduates, the university has an active alumni organization, and in 1993, the university established its own foundation to provide scholarship and endowment programs.

PLANS FOR THE FUTURE

Downward Expansion

The university is committed to broadening access to a college education and expanding educational opportunities for its citizens. To achieve this we are adding new degree programs of study and improving access by offering more courses. With the passing of House Bill 1566, our mission has been changed to that of a comprehensive university, allowing the offering of freshman and sophomore classes. When initiated, this will mean that students in our service region, for the first time, will be able to enroll in a four year university without leaving the area.

Moving forward with this important goal will require that we establish a new campus and hire the additional faculty needed to expand course offerings. Plans are in the works to select a new campus location, develop the site, and begin construction. This may take some time. We anticipate that the first new building will probably not be ready until at least the Fall Semester of 2007. However, it is worth the wait and all the hard work that will be necessary. This is an important step in the life of the university and community. More importantly, it is a development that will mean more educational opportunities for our students.

Engineering and Information Sciences

There is a persistent and significant shortage of professional engineers, computer scientists, and technologists in our immediate service region, as well as, in the rest of Texas and the nation. Studies have revealed that in many locations it is difficult to recruit and retain qualified individuals. Compounding the problem is the fact that the demand is growing while the number of graduates has remained unchanged over the

past decade. In April of 2000, a study by the Texas Higher Education Coordinating Board concluded that over the next decade we need to double the number of graduates in order to meet the need.

TAMU-T has decided to answer the challenge and is planning to develop baccalaureate degree programs in information sciences (With tracks in computer science and telecommunications), electrical engineering, and mechanical engineering. We recently recruited a dean to provide leadership in the development of these programs and the new college. Three additional faculty members will be hired in the coming year and we are hopeful that the program in Information Sciences will be available for students during the 2004-2005 Academic Year. Degree programs in engineering are tentatively being planned for the Fall Semester of 2007. The first building on our new campus will house the new college.

The new dean, Douglas M. Green, Ph.D., has been hired effective August 1, 2003. Dr. Green has an exceptional record of professional achievement, having served as the Dean of Engineering at Marquette University and Associate Dean of Engineering at both Johns Hopkins University and The State University of New York at Binghamton. He has previously taught at Texas A&M University, The University of Texas, and Texas Tech University. Dr. Green has strong record of scholarly productivity, professional service, and program development. Under his leadership, the university expects to move forward with its plans for a new College of Engineering and Information Sciences.

New Programs of Study

In addition to new degrees in engineering and information sciences, the university has plans to develop baccalaureate programs of study in bilingual education, political science, graphic design and commercial art, public administration, and communication disorders. Graduate programs in information technology, health services administration, and criminal justice are on the drawing board. Plans are also in the works for a graduate (M.S.N.) nurse practitioner program. The university is currently having discussions with Texas A&M University-

Commerce about the possibility of having their doctoral program in educational administration offered here. This cooperative doctoral program would be the first in Northeast Texas. Additional programs in the fine arts, humanities, and sciences will be developed as the university expands downward and begins offering freshman and sophomore courses.

Strategic Plan

Texas A&M University-Texarkana is committed to becoming a distinguished comprehensive regional university. Over the past year, the university has been engaged in an important strategic planning process under the leadership of the University Planning and Assessment Committee. Six important goals, with associated action strategies, have been identified and are currently under review by all of the institution's stakeholders. The goals are as follows

1. Increase student enrollment to 2800, with the addition of new degree programs, improved access and outreach efforts, and a strong commitment to scholarship availability and financial assistance
2. Become a comprehensive university, by offering freshman and sophomore course work, developing new programs in the fine arts, humanities, sciences, engineering and computer science, developing doctoral programs of study, and expanding student life programs and residential life opportunities,
3. Increase overall funding and diversity the revenue stream in order to reduce the level of dependence on state funding.
4. Obtain national accreditation in Business, Education, Nursing, counseling, and Engineering.
5. Increase scholarly activity and research productivity.
6. Enhance the university's role as a center for life-long learning and cultural enrichment

Although the above goals are subject to revision following additional review by the university's constituent groups, they are felt to represent the current priorities of the institution.

TEXAS A&M UNIVERSITY-TEXARKANA

2003-2004 UNIVERSITY CALENDAR

Fall 2003

Fall Advisement & Registration
 General Faculty & Staff Meeting
 First Class Day
 Late Registration w/\$15.00 late fee
 Labor Day Holiday (*University Closed*)
 Thanksgiving Holidays (*No Classes*)
 Thanksgiving Holidays (*University Closed*)
 Last Class Day
 Final Grades for Graduating Students Due
 Commencement (10:00 AM)
 Final Grades Due (for all students)
 Christmas Holidays (*University Closed*)
 New Year's Day (*University Closed*)

Spring 2004

Advisement & Registration
 General Faculty & Staff Meeting
 Martin Luther King Holiday (*University Closed*)
 First Class Day
 Late Registration (with \$15.00 late fee)
 Spring Break (*University Closed*)
 Last Class Day
 Final Grades for Graduating Students Due
 Commencement (10:00 AM)
 Final Grades Due (for all students)

Summer 2004

Advisement & Registration for Summers I & II
 Summer I Late Registration (\$15.00 late fee)
 First Summer Session (4 week)
 First Summer Session (5 week)
 July 4th Holiday (*University Closed*)
 Final Grades Due (Summer I-3, 4 & 5 Week)
 Eight Week Summer Session
 Ten Week Summer Session
 Advisement & Registration for Summer II
 Summer II Late Registration (\$15.00 late fee)
 Second Summer Session (4 week)
 Second Summer Session (5 week)
 Final Grades Due (Smr I-8 & 10 Week and Smr II)

August 27-December 16

August 20, 21, 22 (W,Th,F)
 August 26 (T)
 August 27 (W)
 August 27, 28, 29 (W,Th,F)
 September 1 (M)
 November 25-26 (T,W)
 November 27-28 (Th,F)
 December 16 (T)
 December 18 (Th) 9:00 AM
 December 20 (Sat)
 December 22 (M)
 December 24-26 (W-F)
 Dec 31-January 2 (W-F)

January 20-May 10

January 12,13,14 (M,T,W)
 January 16 (F)
 January 19 (M)
 January 20 (T)
 January 20,21,22 (T,W,Th)
 March 8-12 (M-F)
 May 10 (M)
 May 13 (Th) 9:00 AM
 May 15 (Sat)
 May 17 (M) 9:00 AM

June 1-August 10

May 25,26 (T,W)
 June 1,2 (T,W)
 June 1 (T)-June 28 (F)
 June 1 (T)-July 6 (T)
 July 5 (M)
 July 9 (F) 9:00 AM
 June 1 (T)-July 27(T)
 June 1 (T)-August 10 (T)
 June 30-July 1 (W,Th)
 July 7, 8 (W,Th)
 July 7 (W)-Aug 3 (T)
 July 7 (W)-Aug 10 (T)
 Aug 13 (F) 9:00 AM

AUTHORIZED DEGREE PROGRAMS AT TEXAS A&M UNIVERSITY-TEXARKANA

Programs	Baccalaureate	Masters	CIP Code
College of Arts & Sciences and Education			
Adult Education		MS	13.1201.00
Applied Arts and Sciences	BAAS		30.9999.40
Biology	BS		26.0101.00
Educational Administration		MEd	13.0401.00
Elementary Education		MEd/MS	13.1202.00
English	BA/BS	MA	23.0101.00
General Studies	BGS		24.0102.00
History	BA/BS		54.0101.00
Interdisciplinary Studies	BSIS	MA/MS	30.9999.01
Mathematics	BA/BS		27.0101.00
Mass Communications	BS		09.0102.00
Secondary Education		MEd/MS	13.1205.00
School Counseling		MS	42.1701.00
Special Education		MEd/MS	13.1001.00
College of Business			
Accounting	BBA	MSA	52.0301.00
Business Administration	BS	MS/MBA	52.0201.00
Finance	BBA		52.0801.00
General Business	BBA		52.0101.00
Human Resource Management	BBA		52.1001.00
International Business	BBA		52.1101.00
Management	BBA		52.0201.20
Management Information Systems	BBA		52.1201.00
Marketing	BBA		52.1401.00
College of Health and Behavioral Sciences			
Counseling Psychology		MS	42.0601.00
Licensed Professional Counselor			42.0601.00
Psychological Associate			42.0601.00
Criminal Justice	BSCJ		43.0104.00
Psychology	BS		42.0101.00
Nursing	BSN		51.1601.00
Teaching Certifications and Endorsements			
Early Childhood through Grade 4			
Generic Special Education (Optional)			
Grades 4-8 with the following teaching fields:			
English Language Arts & Reading			
Math			
Science			
Social Studies			
Grades 8-12 with the following teaching fields:			
English Language Arts & Reading			
Composite Science			
History			
Life Science			
Math			
Social Studies			
Endorsements			
English as a Second Language			
Gifted and Talented			
Professional Certifications			
Counselor			
Educational Diagnostician			
Principal			
Reading Specialist			
Superintendent			

THE TEXAS A&M UNIVERSITY SYSTEM

The Texas A&M University System Universities

Prairie View A&M University
 Tarleton State University
 Texas A&M International University
 Texas A&M University
 Texas A&M University-Commerce
 Texas A&M University-Corpus Christi
 Texas A&M University-Kingsville
 Texas A&M University-Texarkana
 West Texas A&M University
 The Texas A&M University Health Science Center

Agencies

Texas Agricultural Experiment Station
 Texas Cooperative Extension
 Texas Engineering Experiment Station
 Texas Engineering Extension Service
 Texas Forest Service
 Texas Transportation Institute
 Texas Veterinary Medical Diagnostic Laboratory
 Texas Wildlife Damage Management Service

Board of Regents

L. Lowry Mays, Chairman—San Antonio
 Erle A. Nye, Vice Chairman—Dallas
 R.H. (Steve) Stevens, Jr.—Houston
 Susan Rudd Wynn—Benbrook
 Lionel Sosa—San Antonio
 Wendy Gramm—Washington, D.C.
 Phil Adams—Bryan/College Station
 John D. White—The Woodlands
 Bill Jones—Austin

System Administrative Officers

Benton Cocanougher, Interim Chancellor
 Jerry Gaston, Deputy Chancellor
 Leo Sayavedra, Vice Chancellor for Academic
 and Student Affairs
 Stanton C. Calvert, Vice Chancellor for
 Governmental Relations
 G. Kemble Bennett, Vice Chancellor for Engineering
 Edward A. Hiler, Vice Chancellor for
 Agriculture and Life Sciences
 Tom D. Kale, Vice Chancellor for Business Services
 Nancy W. Dickey, Vice Chancellor for Health Affairs
 Timothy E. Donathen, Executive Director for
 Facilities Planning and Construction
 Bob Wright, Director of Communications

Texas A&M University-Texarkana

Administration

Stephen R. Hensley, President
 Rosanne Stripling, Interim Provost and Vice President for
 Academic Affairs
 Joan C. Beckham, Vice President for
 Finance & Administration
 Sandra J. Rogers, Vice President for
 Student & Academic Support Services

ACCREDITATION AND INSTITUTIONAL MEMBERSHIPS

Texas A&M University-Texarkana is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's and master's degrees. The university is also accredited by the Texas Education Agency and complies with the rules and regulations of the Texas Higher Education Coordinating Board.

In addition, TAMU-T holds numerous memberships in selective associations and societies dedicated to promotion of high standards in university programs. Some organizations with which the university maintains affiliation include:

American Association for Adult and Continuing Education
 American Association for Affirmative Action
 American Association for Counseling and Development
 American Association of Higher Education
 American Association for State & Local History
 American Association of Collegiate Registrars and Admissions Officers
 American Association of State Colleges and Universities
 American Council on Education
 American Mathematical Society
 American Psychological Association
 Arkansas Historical Society
 Association of Texas Colleges & Universities
 Center for Excellence in Mathematical Education
 Chamber of Commerce-Texarkana
 College & Universities Personnel Association
 Conference of Southern Graduate Schools
 Council for the Advancement and Support of Education (CASE)
 Council for Higher Education Accreditation
 Council of Faculty Governance Organizations
 Council of Presidents-Texas
 Council of Public University Presidents and Chancellors
 Council of Student Service Vice Presidents EDUCOM
 International Association of University Presidents
 National Association of Educational Buyers
 National Association of Student Financial Aid Administrators
 Northeast Texas Consortium

Small Business Association
 Southern Association of Colleges & Schools
 Southern Association of Collegiate Registrars and Admissions Officers
 Southwest Psychological Association
 Southwestern Business Administration Association
 Southwestern Psychological Association
 Society for College and University Planning
 Society for Visual Education
 Society of Satellite Professionals
 Southwest Association of Student Financial Aid
 Southwest Placement Association
 Texarkana Education, Culture and Arts Partners
 Texas Association of Alcohol and Drug Abuse
 Texas Association for Counseling and Development
 Texas Association for Education Technology
 Texas Association of College and University Personnel Administrators
 Texas Association of Collegiate Registrars and Admissions Officers
 Texas Association of Colleges for Teacher Education
 Texas Association of Business
 Texas Association for Institutional Research
 Texas Association of Financial Aid Administration
 Texas Association of State Senior College and University Business Officers
 Texas Educational Secretaries Association
 Texas Joint Council of Teachers of English
 Texas Psychological Association

GENERAL INFORMATION

Directory Information

In compliance with the Family Educational Rights and Privacy Act of 1974, Texas A&M University-Texarkana gives notice that the following directory information will be released upon request: student's name, address (permanent and local), telephone listing, photograph, date and place of birth, enrollment status (undergraduate, graduate, classification, etc.), major field of study, participating in officially recognized activities and sports, date of attendance, degrees, certificates and awards received, type of award received, e-mail address, full or part-time status, and most recent previous educational agency or institution attended by the students.

Any student who objects to the release of all or any part of the directory information on file in his or her name must notify the Admissions Office, in writing, 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.

Equal Opportunity University

It is the policy of Texas A&M University-Texarkana not to discriminate on the basis of sex, race, creed, religion, color, national origin, disability, age, or veteran status in its educational programs, activities or employment policies. Inquiries regarding compliance may be directed to Dee Broderick at P.O. Box 5518, Texarkana, Texas 75505-5518, Phone (903) 223-3012, or to the Director of the Office for Civil Rights, Department of Health, Education & Welfare, (Educational Issues) Washington, D.C. or Texas Commission on Human Rights, Austin, TX.

Institutional Effectiveness

At TAMU-T, the value of your education is assured through both national and regional accrediting agencies that require the university to verify that our students possess the knowledge, skills and understanding associated with the particular degree that they earn upon graduation.

The Office of Institutional Effectiveness (IE) guides the university administration, faculty and staff in planning and assessment processes. And institutional research, as a part of IE, provides administrators across the institution with an assortment of analyzed data to support decision-making in all segments of the institution.

University planning, on the one hand, focuses the efforts of all units within the institutional toward a common set of goals to accomplish the university's mission (see page 11). Academic assessments, on the other hand, systematically validate the effectiveness of assessment instruments including nationally-normed tests, surveys of internal and external constituents, comparative, performance on licensure exams, and the like.

It is our goal to make sure that your education is the best it can possible be.

Sexual Harassment Policy

Sexual harassment of students and employees at Texas A&M University-Texarkana is unacceptable and will not be tolerated. Guidelines governing the policy are available from the Office of Student & Academic Support Services, the HR/EEO office for employees, upon request. The rights of the offended party shall be guarded during any investigation.

UNIVERSITY ROLE, SCOPE, MISSION, VISION AND GOALS

Description

Texas A&M University-Texarkana, formerly East Texas State University at Texarkana, was established by the Texas Legislature in 1971 as an upper-level, operationally separate unit of the East Texas State University complex. The University is authorized to offer courses and programs at the junior, senior, and masters levels. In 1993, House Bill 1666 gave the institution authority to award degrees in its own name. In September 1996, the university became a member of The Texas A&M University System and is governed by The Texas A&M University System Board of Regents. Like other Texas public colleges and universities, TAMU-T also operates under the jurisdiction of the Texas Higher Education Coordinating Board.

By legislative mandate and Coordinating Board policy, A&M-Texarkana offers a career-oriented curriculum to students residing in a limited geographic area of Northeast Texas. Currently, a non-residential institution, the university shares a campus and library facility with Texarkana Collete (TC).

In 2003, the 78th Legislature passed House Bill 1568 which will allow the university to expand downward to become a four-year university by adding freshmen and sophomore level courses. As a part of the expansion, the university will develop a new campus and relocate to provide greatly expanded services and academic opportunities for our students.

Role and Scope

TAMU-T is authorized by the Texas Higher Education Coordinating Board to offer degree and certificate programs various areas of Arts & Sciences and Education, Health and Behavioral Sciences, and Business.

Mission

The mission of Texas A&M University-Texarkana (TAMU-T) is to provide residents of Northwest Texas with the broadest possible access to quality educational opportunities, and services. Within the scope of its legislative mandate as an upper-level regional university, TAMU-T offers a broad array of undergraduate and an increasing number of master's level programs and is committed to meeting the educational needs of its students.

The university serves the broadest possible spectrum of its constituency including both the traditional students transferring from a community college and the non-traditional adult student returning to update or complete his or her education. It is our belief that higher education should be accessible for all qualified students emphasizing the importance of cultural diversity in the learning environment.

A cornerstone of university philosophy is the belief that education should form a foundation for continuing intellectual development or lifelong learning while preparing individuals for gainful employment. Thus, TAMU-T stresses the values of creative and critical thinking, the development of interpersonal skills that will enhance work and personal relations, and the abilities to think and communicate effectively with others. Because the work-place of the future will require higher level skills, TAMU-T prepares students for a knowledge-based, technology-oriented economy and society.

The university also emphasizes its community service role by encouraging active participation of faculty and staff in providing services to area civic, governmental and business organizations and by providing professional development to serve the entire community and region.

In both its teaching and community service roles, the institution seeks to be responsive to the needs of both the public and private sectors of our region as well as to those of the larger society. The university responds to regional needs by conducting applied research that is directly relevant or beneficial to our constituency.

Vision Statement

Texas A&M University-Texarkana is committed to becoming a distinguished comprehensive regional university.

Goals

1. Increase the student enrollment to 2800 within 6 years.
2. Become a comprehensive university within 6 years.
3. Increase overall funding and diversify the revenue stream in order to reduce the level of dependence on state funding
4. Obtain national accreditation in Business, Education, Nursing, Counseling and Engineering within the next 5 to 10 years
5. Increase scholarly activity and research productivity in the next 6 years.
6. Enhance the university's role as a center for life-long learning and cultural enrichment.

ADMISSIONS

For admission application forms and catalog write the Office of Admissions, P.O. Box 5518, Texarkana, Texas 75505-5518, or telephone 903-223-3069. Applications may also be obtained from our homepage at www.tamut.edu

TAMU-T accepts the Texas Common Application for Transfers, Readmits, Transients and Graduates. This application should be available from any community college or public university in Texas. You may also complete the electronic version of the Common Application by accessing the TAMU-T home page (address above) or www.applytexas.org.

To avoid registration delay, applications should be submitted by July 15 for Fall semester, December 1 for Spring semesters and April 15 for summer terms. All questions must be answered fully. Admission is invalid if granted on the basis of incorrect information or omitted facts which, if known, would have caused the applicant to be ineligible. The completed application forms, official transcripts from all previous colleges and/or universities, official TASP scores showing satisfactorily completing the TASP test, and supporting documents constitute the basis upon which eligibility for admission is determined.

Students are classified as undergraduate or graduate and as degree seeking or non-degree seeking. These classifications determine which transcripts are required and whether a degree plan is to be produced. (International Students should refer to specific section for detailed requirements).

Transcripts Required

Transcripts are considered official only when they bear the signature of the Registrar and the seal of the issuing school and are mailed directly to the Office of Admissions and Records from the Registrar's Office of each school attended. Transcripts hand carried by the student will not be accepted. Records from one institution posted on a transcript from a second institution cannot be used for admissions purposes.

Prior to enrollment, official transcripts must be mailed directly to TAMU-T from all previous colleges or universities. Students may be admitted for one semester pending receipt of all official transcripts. Failure to comply will prevent re-enrollment and release of an official TAMU-T transcript until all transcripts are received.

Any work attempted at another college subsequent to admission to the university must be submitted whether or not credit was earned. Students cannot disregard any part of their college record except under provisions of the Academic Fresh Start policy. Transcripts become the property of the University and cannot be returned to the student. They will be kept on file for one year if the student does not enroll.

1. Undergraduate Transcript Requirements

Official transcripts from each college/university previously attended are required.

2. Graduate Transcript Requirements

Degree seeking students must submit official transcript(s) showing all academic credit and grades (undergraduate

and graduate). Transcript(s) must show possession of at least a bachelor's degree from an accredited institution. The transcript is required even if enrolled only in undergraduate courses. Non-Degree seeking students must submit an official transcript from the last college attended and verification of a bachelor's degree.

Undergraduate Requirements

Whether transferring from a junior/community college or a four-year institution students must meet eligibility requirements for admission to undergraduate study, unless entering under the special admission category:

1. Prior college level transfer credit is required.
2. Students enrolling with less than 60 semester credit hours will be admitted as degree-seeking (if desired), but should complete a Petition for Special Admission form. Students must also meet minimum GPA and TASP requirements.
3. Students must submit official evidence **prior to enrolling** that they have met the minimum standards for passage of the TASP (Texas Academic Skills Program) test. See TASP Requirement in this catalog. Students who are allowed to enroll pending receipt of TASP scores will be withdrawn from the University if satisfactory TASP scores are not received by the first class day of the semester.
4. Degree-seeking students with 75 hours or more must have a cumulative grade point average of 2.00 or above on all course-work attempted to be eligible for unconditional admission. Students who have less than 75 hours with a cumulative GPA between 1.75 and 2.00 may be admitted on Probation. Such students must maintain a 2.00 GPA each semester to continue enrollment and will remain on Probation until the overall GPA reaches 2.00. (See section on Scholastic Standards).
5. Students on academic or disciplinary suspension (or "not in good standing") from another institution are ineligible for admission to TAMU-T until their designated suspension (or "not in good standing") period has passed. If the student registers for classes at TAMU-T during a period of suspension from another institution and gains admission by giving false information to the Office of Admissions, the student will be withdrawn from all classes without refund of tuition and fees. The student may appeal to the Vice President for Academic Affairs for admission prior to the end of the suspension period upon presentation of a written statement from an appropriate institutional representative of the university where the student was suspended. The statement must indicate that the institution would recommend early reentry. In cases of disciplinary suspension, the Vice President for Student and Academic Support Services will appoint a committee to review the student's application for admission. The VP-SASS may then

refuse admission based on the committee's recommendation or his own review of the case. Admission may be refused if the University determines:

- a. The student would not abide by rules and regulations of the University or has been unable to adjust to the University environment, or
 - b. A serious intent to pursue an education is not indicated, or
 - c. The student might harm other members of the University community. Cases of expulsion (or suspension without time limit) will be reviewed on an individual basis. Appeals will be handled by the Vice President for Academic Affairs.
6. In order for the institution to collect and evaluate data necessary for state and national accreditation standards, new students may be required to take a standardized examination during the first semester of enrollment.

TASP Requirement

Prior to enrolling at TAMU-T, undergraduate students must document that they have met the minimum standards for passage of the TASP (Texas Academic Skills Program) test. Beginning Fall 1998, all undergraduate students entering Texas public colleges and universities must be assessed for reading, mathematics, and writing skills before they enroll in any college coursework for credit. Students may satisfy this requirement by documenting any of the following:

1. Minimum TASP scores for tests taken prior to fall 1995 of 220 on Reading, Math and Writing. For tests taken Fall 1995 and after minimum score requirements are 230 for Reading and Math and 220 for Writing.
2. Completion of 3 semester credit hours of college level work, or the equivalent, prior to Fall 1989.
3. ACT composite score of 23 with minimum of 19 on both English and Math test (scores effective for 5 years from test date and scores must be achieved from a single administration).
4. SAT score prior to April 1995 with combined verbal and math score of 970 with a minimum of 420 on verbal and 470 on math test. Score for tests taken April 1995 or after, combined verbal and math score of 1070 with a minimum of 500 on both the verbal and math test (scores effective for 5 years from test date and scores must be achieved from a single administration).
5. TAAS score of 1770 on writing test with a TLI of 86 on math and 89 on reading (scores effective for 3 years from test date and scores must be achieved on the first attempt).
6. Passing one of the approved alternative tests (ASSET, COMPASS, MAPS, ACCUPLACER). Please contact the Registrar regarding using one of the alternative tests.
7. Active military personnel
8. Graduate from a public or accredited private high school with a grade point average of 3.5 or higher on a 4.0 scale or equivalent and completion of the recommended

or advanced high school curriculum or equivalent.

9. Earned a "B" or better in approved courses (contact Registrar for more information)

TAMU-T is a test site for the Quick TASP. Please contact the Testing Center at (903) 223-3072 regarding Quick TASP testing.

Transfer Seminar

Registering for the Transfer Seminar is required for all new undergraduate students during the first semester of enrollment at TAMU-T. Please see the current Schedule of Classes for dates and times.

1. If this is your first semester to attend TAMU-T, you must register for and attend all sessions of the Transfer Seminar.
2. There is no tuition charged but credit (CR) will be posted on your transcript at the end of the semester provided you attend all sessions.
3. Students who fail to attend all sessions and take the CAAP test (when required) will be blocked from enrollment for the next semester.

Right to Academic Fresh Start

Senate Bill 1321 entitles residents of Texas to seek admission to public institutions of higher education without consideration of courses undertaken ten or more years prior to enrollment. Applicants who elect to apply for admission under this law and who are admitted as students may not receive any course credit for courses undertaken ten or more years prior to enrollment. The student must declare this option at the time they apply for admission to the University. Contact the Registrar for further information.

Note: Students who enroll under Right to Academic Fresh Start are not eligible for Honors Graduate recognition.

Special Admission Category

This admissions category is intended to assist older adults who, (1) have no immediate interest in pursuing a total baccalaureate degree program, but, (2) do desire to enroll in some upper-level course to satisfy an immediate career or personal interest.

These applicants are not required to complete a minimum number of transfer courses prior to enrolling in the upper-level course, provided there are no prerequisites.

However, students must provide official evidence that the minimum standards for passage of the TASP (Texas Academic Skills Program) have been attained in reading, writing and mathematics or that 3 semester credit hours of college level work, or the equivalent, was received prior to Fall 1989.

Students are admitted under this category chiefly because of considerable prior experience gained in a non-academic setting, which enables the applicant to do satisfactory work. This provision does not apply for degree-seeking students. A petition for Special Admission under this category will, without exception, be subject to approval of the Registrar. Enrollment will only be permitted in undergraduate courses for credit. Persons who do not have a high school diploma or GED or who have not met the TASP requirement may enroll as an audit student (see Audit section).

If entering under these special provisions the student may at any time apply to the Office of Admissions and Records for reclassification as a regular student, effective at the beginning of the next regularly scheduled semester. The student must then follow the same procedures and meet the same standards and program requirements as stipulated for all other applicants for admission to TAMU-T.

Although there is no limit on the number of hours which may be earned in this category, the acceptance of any of these courses as part of a baccalaureate degree program is at the discretion of the dean of the appropriate college. Therefore, students are urged to consult with the appropriate dean if you intend to enter a degree program at some future date.

If the student has been dismissed from Texas A&M University-Texarkana or another institution because of low academic standing, he may not apply for admission under this category until such time as he is eligible to return to the educational institution last attended.

Readmission

Former students are those who have previously attended TAMU-T but not on continuous, semester-by-semester basis. Students who have not been enrolled at TAMU-T within one year prior to re-enrollment must complete a readmission application. Former students who were dismissed from TAMU-T for lack of compliance with University standards are not eligible for readmission until the suspension period has lapsed.

Any former student who returns to TAMU-T and has registered for courses at another institution since last enrolled at TAMU-T, must submit official transcripts of all additional work attempted. The transcript must be sent directly from the issuing institution to the TAMU-T Admissions Office.

International Students

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

1. A \$25 (U.S.) admissions application fee is required before application can be processed even if transferring from another U.S. college or university.
2. Students must provide the following documents to the Admission Office before being accepted:
 - a. Application for admission
 - b. Name
 - c. Date and place of birth
 - d. Country of citizenship

Official transcripts from each college or university attended (in English if possible) mailed directly from the college(s) to the TAMU-T Admissions Office.

Foreign transcripts will require a course-by-course evaluation prepared by an educational evaluation service.

- e. TOEFL score of 550 or above with a copy of the score on file in the Admissions Office.
- f. A statement from a TAMU-T faculty advisor that the student is qualified to enter a specific degree program.
- g. A notarized Sponsor's Statement signed by someone who will support the student for a minimum amount of \$14,000 per year if single and \$21,500 per year if married, not to be signed by spouse or another student. Sponsor's Statements which are over one year old (prior to enrollment) are not acceptable.
- h. Copy of I-94 form showing date of departure and Visa type.
- i. Submit evidence of medical and repatriation insurance. Student insurance is available through the TAMU System.

**Additional documentation will be required once the student has entered the United States and enrolls in classes.

REGISTRATION

The Schedule of Classes is published for fall, spring and summer terms and is available approximately 3 weeks prior to registration. The scheduled registration dates are listed in the Schedule and in the University calendar in the front of this catalog.

Students who have been enrolled at TAMU-T within the previous calendar year are eligible for pre-registration.

Web for Students

Web for Students is an interactive interface to the student information system via the web. It gives students access to their information when it is convenient for them.

Access Web for Students to view your admissions status, account summary, register for classes, financial aid inquiry, grade inquiry, hold inquiry, and to request transcripts.

How to use Web for Students:

1. Access TAMU-T's web site at <http://www.tamut.edu> and click on Web for Students.
2. Select menu item (to register for classes or to check grades select Login to Student Services)
3. Enter student ID number (Social Security Number)
4. Enter PIN - The first time you access Web for Students, it will be your date of birth (example: April 14, 1975 = 041475). You will be asked to select your own PIN consisting of six numbers. Select the "Change PIN" button on the bottom left corner of the screen and follow the directions.

5. The system will ask you to log out and then log back in using your new PIN.
6. Follow instruction on screen to select your desired information.
7. To register for classes select Registration and Schedule.
 - a. Select registration term.
 - b. Register for classes.
8. To check grades, select "Student Records" .
 - a. Select grades
 - b. Select term
9. To order official transcripts select "Official Transcripts Request".

Note: To register for classes using Web for Students you will be required to enter the 5-digit call number for the course. The call number is located before the section number in the course listing in the Schedule of Classes.

Students who do not have access to the internet from home may use computers available in the library or via a computer terminal available for use in the Admissions Office.

Change of Name and Address

University records of a student's name and address are based upon the information given on the Application for Admission. Subsequent changes must be reported in writing to the Registrar. Any communication from the University mailed to the name and address on record is considered to have been properly delivered, and the student is responsible thereafter.

Undergraduate Students

1. Fulfill admissions requirements.
2. Contact the appropriate academic department for a Registration Permit (degree-seeking students only).
3. Complete enrollment forms and procedures in the Admissions Office.
4. Pay tuition and fees to TAMU-T Business Office.

Note: Persons who do not have a high school diploma or equivalent must request permission for enrollment as an audit student.

International Students

Before registering, present the following to the Admissions Office:

1. Fulfilled admissions requirements for International Students.
2. Evidence of medical and repatriation insurance either through the TAMU System student insurance program or from another company.
3. A valid current address prior to enrollment. The address must be on file with INS. You must keep the address current through the enrollment period.
4. For degree-seeking students, a Registration Permit signed by an advisor (see enrollment procedures for Degree Seeking students).

Graduate Students

Graduate students should refer to the Graduate Studies section of this catalog.

ENROLLMENT

Concurrent Enrollment

Students may enroll concurrently with TAMU-T and with another college or university (including correspondence coursework). No written permission for concurrent enrollment is necessary.

Note: Students who are concurrently enrolled with another institution during the last semester prior to graduation must provide documentation of the off campus enrollment to the Admissions Office.

Enrollment Changes

Students should make changes or adjustments in enrollment schedules during the designated registration period. Any subsequent changes must be finalized by the deadlines posted in the Schedule of Classes published each semester. Students receiving Financial Aid or Veterans Benefits will be required to receive clearance from the Financial Aid/Veterans Office before changes in enrollment will be processed. After the last day to drop without receiving a grade, students are required to obtain the signature of the instructor or Dean prior to dropping or withdrawing from courses. (See Refund of Fees)

A. Dropping Courses

Students who wish to drop a course(s) but remain enrolled in at least one course are required to contact the Office of Admissions to complete the official drop slip.

Note: No grade will be assigned if the course is dropped officially before the end of the first twelve (12) days of a regular semester or before the end of the fourth class day of a summer session.

Between these specified dates and the "last day to drop or withdraw" as listed in the semester calendar, the instructor will assign a grade based on the student's status in the course on the official drop date.

A grade of DP (dropped passing) or DF (dropped failing) will be designated on the student's transcript. When a grade of DF is assigned, an F will calculate in the student's grade point average.

B. Administrative Drop

An instructor may request that the Office of Admissions drop from class any student who has missed enough class time to prevent successful completion of the course. Upon such a request, the Admissions Office will notify the student by certified mail that the drop request was made and will be executed within 7 days if the request is not rescinded by the instructor prior to

that date. The student who receives this letter should contact the instructor immediately. (Note: Because of the short time frame, instructors will not be permitted to initiate administrative drops for mini-term courses.)

A student may be administratively dropped for violation of course load restrictions (Refer to Course Load section).

C. Withdrawing from the University

To withdraw voluntarily from all courses at the University, students must complete the proper withdrawal forms in the Office of Admissions. Courses abandoned without official withdrawal will result in a grade of "F", regardless of the time when the student ceases to attend class.

D. Administrative Withdrawal

The student may be withdrawn from the University involuntarily for non-payment of fees, for misrepresenting facts on the application for admission, failure to secure the required transcript(s) from colleges and universities attended, failure to document required TASP status, or as a result of disciplinary suspension. (See Transcripts). If the student is withdrawn involuntarily, he is not entitled to a refund of tuition and fees.

Note: See regulation entitled, Refund of Fees.

Non-degree seeking students are not required to have an advisor. However, students should be aware that courses taken while attending under "non-degree status" are subject to approval if they subsequently decide to pursue a degree.

Graduate Advisement

Initial advisement for graduate students is handled by the Dean of the College. Graduate students should refer to the Graduate Studies section of this catalog for admission requirements, advisement/degree plan procedures, and enrollment instructions.

Off-Campus Advisement

Faculty advisors or Degree Planning staff are available at off-campus sites on the designated registration dates. Off-campus students will be allowed to register under the assumption that a follow-up advising session will be held.

Degree Plans

Undergraduate Plans

After receipt of all official transcripts, an evaluation of credits is prepared by the Office of Admissions and a copy of the evaluation indicating all credits that transferred is mailed to the student. A copy of the evaluation is forwarded to the Degree Planning Office where it is further evaluated in terms of specific degree requirements.

Specific program areas or assigned academic advisors may require the student to schedule an individual appointment to discuss educational and career goals, curriculum requirements, and other relevant information.

The student's official degree plan is prepared according to the academic degree program requirements and all institutional requirements. A copy of the official plan is mailed to the student and the assigned academic advisor.

Any subsequent changes or substitutions on the degree plan must also be approved and on file in the Degree Planning Office prior to enrollment in the course. It may also be necessary for the student to obtain written approval for specific changes from the advisor, Dean and Vice President for Academic Affairs.

Graduate Plans

Graduate students should refer to the Graduate Studies section of this catalog.

Value and Definition of Credit

Semester Credit Hour (SCH)

Traditionally, the semester credit hour (SCH) value of a course is determined by the number of clock hours spent in class work.

One clock hour per week in lecture or two to three hours per week in laboratory for one semester is the normal amount of class work required for one semester hour of credit.

At TAMU-T each course has a value of three semester credit hours unless otherwise specified. In addition to the tra-

ACADEMIC AFFAIRS

The University encourages all students to meet with a faculty member in their chosen major to discuss educational background, academic goals, career aspirations and curriculum requirements.

The Student and Academic Support Services staff work cooperatively with faculty by evaluating transferred college credit and preparing degree plans.

Advisement

Undergraduate Advisement

All new undergraduate degree-seeking students will be directed to a faculty advisor or Degree Planning to have a Registration Permit approved and signed prior to enrollment in classes. Students who do not meet with a faculty advisor prior to registering will be required to do so before registering for subsequent semesters.

A copy of previous coursework (transcript) will facilitate the advising process. In consideration of previous coursework, classes will be recommended for the first semester at TAMU-T. These classes and degree plan instructions will be indicated on the Registration Permit which is submitted to the Admissions Office during registration.

Students who are undecided about the choice of major will be referred to the Career Counselor for further assistance.

ditional course settings, TAMU-T offers courses taught in non-traditional modes, i.e. distance education, weekend or self-paced courses.

Resident Credit

Courses completed at TAMU-T are considered resident credit. Extension, correspondence, non-traditional credit and credit received for institutionally devised exams are not considered resident credit.

Course Numbering

The course numbering system consists of three-digit numbers preceded by a letter prefix indicating the subject area in which the course is taught.

The first digit of the number indicates the level: Junior level, 300-399; senior level, 400-499; and graduate courses, 500-699.

Course numbers at the 300 level or above are considered to be upper division (UD).

An asterisk (*) on the transcript indicates work not applicable to the level indicated on the transcript.

Course Load

Traditionally, 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 policy carefully as they plan their course load.

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

Fall or Spring Terms	No more than 18 SCH
Summer Terms	No more than 12 SCH
with not more than 6 SCH in a 4 and/or 5 week term	
Mini Term (2 1/2 week) Term.....	No more than 3 SCH

Students who violate this rule may be administratively dropped from enough courses to bring his schedule within proper limits without refunding any portion of tuition and without a grade being given in any course dropped.

A student may not enroll in more than one course meeting at the same scheduled time. Any student who violates this policy may be dropped from all classes meeting at the same scheduled hour and day without a grade being given and without refund of tuition.

A student with a 3.5 cumulative GPA may appeal to his or her Dean for special permission to exceed the limits set under this policy.

Full-Time Course Load

Full-time status for an undergraduate student is defined as enrollment in a minimum of twelve semester hours. A graduate student enrolled in at least nine semester hours will be considered a full-time student.

Course Cancellation

Notification of course cancellations will be announced as early as possible in order to permit students to enroll in substitute courses.

The Dean responsible for cancelling the course(s) is also responsible for notifying those students who have enrolled in the course(s). If all students cannot be reached 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

Any organized class that is shorter in length than the regular semester or summer session term shall be considered a shortened format course.

The minimum number of class contact hours shall be 15 hours for each semester hour of credit. Thus, a one-semester-hour course will meet at least 15 hours, a two-hour course for 30 hours and a three-hour course for 45 hours.

No 3 semester credit hour course shall consist of fewer than 9 days of classes offered over not less than 3 weeks.

All courses offered in shortened format shall consist of the same number of contact hours as courses offered in the regular semester.

Special Course Offerings

Independent Study Courses

The purpose of independent study courses is to permit advanced in-depth study in an area where no regularly scheduled courses are offered. To utilize an Independent Study, the student must first confer with the appropriate faculty member in order to develop a proposal. If the faculty member concurs that such work is appropriate, the student should obtain an application form for Independent Study from the Office of Admissions and secure the appropriate approval signatures.

Only in rare instances, and with approval of the Vice President for Academic Affairs, may students register for Independent Study for courses offered on a regular basis. Students should plan a schedule to take required courses as they are regularly offered.

No student may apply more than two independent study courses toward meeting requirements for a masters degree or more than four independent study courses toward meeting requirements for a baccalaureate degree.

Workshops

Subjects offered under this designation are taught under laboratory conditions with hands-on experiences. Students may repeat the course as topics vary. Except for Interdisciplinary Studies majors, only two workshop courses apply toward graduation.

Special Topics

These courses are designed to cover subjects of specific interest which are not addressed in existing courses. Consult the graduate section of this catalog for special instructions for graduate students.

Undergraduates In Graduate Courses

The undergraduate student may enroll in graduate courses for graduate credit when lacking 12 semester credit hours or less and having met all other requirements for the baccalaureate degree.

Graduate courses taken 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 unless he has completed the baccalaureate degree. A maximum of two such graduate courses may be applied 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 Admissions Office.

Student Evaluation of Courses and Faculty

Evaluation of the professor and the instructional process in each course offered each semester is required. The evaluation process occurs at the end of each semester. Ratings are compiled and written comments are summarized and presented to the Dean of the appropriate college and to the Vice President for Academic Affairs.

The Dean reviews the results with each faculty member to determine areas of strength and areas of needed improvement indicated by the results.

Student evaluations, together with other performance indicators, are important in the process of faculty and course evaluations.

When student ratings of a faculty member are consistently low, the results (again with several other considerations) support withholding tenure, promotion and/or merit pay. Consistent low ratings over an extended period of time may, with other materials, lead to faculty dismissal.

The evaluations are anonymous. For that reason, the professor leaves the room while students complete the evaluation forms. A "Qualitative Comments" sheet is attached to the instructor appraised forms so that students can add comments to their instructor appraisal. The comments are typed before the professor sees them. Therefore, there is no danger of a professor recognizing a student's handwriting. All summary sheets and typed student comments concerning each teacher and each course are carefully reviewed by the appropriate Dean and the Vice President for Academic Affairs.

The University treats these evaluations as very important in improving the instructional program and in making decisions regarding faculty.

Class Attendance

Non-Attendance

Students who consistently have not attended class and are not making satisfactory academic progress in a course may be involuntarily dropped from the course at the request of the instructor (See Administrative Drop).

The student may be dropped from the course only after a certified letter has been mailed to the address on file, notifying him of his enrollment status.

Specific attendance policies are described in course syllabi.

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 be held during severe weather conditions except when the weather adversely affects the normal operation of the University.

There are occasions when road conditions make it dangerous for students to travel even on city streets. Students are expected to exercise good judgment during inclement weather.

Students who find it impossible to drive to campus as a result of weather conditions will not be penalized for absences which occur during such times.

Whenever a decision is made to curtail some phase of operations, that information will be made available to the following news media for broadcast: KCMC, KTWN, KTOY, KGYL, KKYR, KPWW, and KMJI radio stations as well as KTAL, KSLA and KTBS television stations.

Auditing

An individual who wishes to enroll under the condition of "audit" for informational purposes only and receive no academic credit for the enrollment must notify the Admissions Office at the time of registration. The required audit form must be completed and approved. The fee is the same as the tuition amount required for academic credit. The condition of "audit" for a course may not be changed to "credit" after registration has been completed, nor may a "credit" course be changed to "audit." A student without a high school diploma or satisfactory TASP scores may audit a course if all other auditing requirements are met.

Academic Credit

TAMU-T does not offer those courses which normally comprise the first two years of undergraduate study. Therefore admission is, in a majority of cases, by transfer from another institution.

Students who intend to satisfy requirements for a baccalaureate degree at this institution should plan to complete all required lower division coursework at an accredited junior/community, or four-year college.

All courses intended to fulfill general education requirements or specific degree prerequisites (to total approximately twenty courses or sixty semester hours) should be completed prior to enrolling with this university.

Failure to meet these guidelines upon admission may mean that the student will be required to remove deficiencies by taking additional courses at the lower level after being admitted to a degree program at TAMU-T. Under specific circumstances, a student may be permitted to use approved upper-level courses to remove these deficiencies.

Accredited Institutions

No credit will be accepted unless the institution is accredited by a regional accrediting association (North Central, Southern, New England, Middle States, etc.) or by a specialized organization which carries approval of the Council on Recognition of Post-Secondary Accreditation (CORPA).

Examples of such specialized accreditation bodies are: American Association of Bible Colleges, National Association of Trade and Technical Schools. Credit for technical courses will be limited to students approved for the Bachelor of Applied Arts and Sciences degree program and will not apply to other degrees.

All credits transferred from an international college or university which is not accredited by CORPA must be evaluated as required by the Admissions Office through the World Education Services. For more information contact the TAMU-T Admissions Office.

Non-Accredited Institutions

TAMU-T will accept and transcript credit from an institution which is not accredited by a regional association or by a specialized accreditation organization only under the following conditions:

- a. Undergraduate and graduate students must first complete a minimum of 12 semester hours at the University with a minimum GPA of 2.00 for undergraduate students and a minimum GPA of 3.00 for graduate students;
- b. After the student satisfactorily completes 12 semester hours, his/her transcript from the non-accredited school shall be assessed by an evaluation committee composed of the Transcript Analyst, Registrar and Dean;
- c. Only credit which is applicable to the degree plan will then be posted to the student's transcript.

Transfer of Credit

Most courses taken at another accredited post-secondary institution in which a grade of D or better is received may be transferred provided the overall transfer grade point average meets the specified Undergraduate Admission Requirements.

All credit transferred to the University will be evaluated by the Admissions Office in terms of equivalency in content, credit hours, and level. The applicability of this credit toward degree requirements will be determined by the chosen degree program in cooperation with the Admissions Office and Degree Planning Office. Any course determined to be remedial or preparatory in content is not applicable toward degree requirements.

Regardless of the number of upper-level (junior or senior) hours transferred to the University, students will be required to successfully complete a minimum of thirty (30) semester hours in residence before qualifying for a degree. Any exception to these minimums will be at the discretion of the Vice President for Academic Affairs and must be consistent with the regula-

tions set forth by the Texas Higher Education Coordinating Board, Texas College and University System. (Note: See Resident Credit in this catalog.)

Applicants must request transfer credit from accredited schools. All transferred regular academic credit attempted will be calculated in the overall grade point average.

Guidelines for Resolution of Transfer Disputes

Transfer disputes may arise when a lower-division course is not accepted for credit by a Texas institution of higher education. To qualify as a dispute the course(s) in question must be offered by the institution denying the credit (receiving institution), or in the case of upper-level institutions, must be published as a lower-division course accepted for fulfilling lower-level requirements. Additionally, the sending institution must challenge the receiving institution's denial of credit.

- 1. The institution whose credit has been denied (sending institution), or the student working through the sending institution, must initiate the dispute. From the date a student is notified of credit denial (date evaluation is sent by the receiving institution), the law allows a maximum of 45 calendar days for the resolution of the dispute by the sending and receiving institutions.
- 2. In all disputes, Coordinating Board form, CB-TDR, "Transfer Dispute Resolution", must be completed to initiate dispute action. The form will provide notification and documentation of resolution of the dispute or initiate action on the part of the commissioner to resolve the dispute.
- 3. The "Transfer Dispute Resolution" form must be completed and forwarded to the receiving institution within 15 calendar days after the evaluation has been submitted to the student.
- 4. Forms will be available in the chief academic officer's (CAO) or designee's office. The student and the CAO of the sending institution will complete appropriate sections of the form, retain copies of the form, and forward it to the CAO of the receiving institution.
- 5. The CAO or designee of the receiving institution will either resolve the dispute and complete the "dispute resolved" section of the "Transfer Dispute Resolution" or not resolve the dispute and complete other sections of the form. In either case, the receiving institution will forward copies of the form to the student, the sending institution, and to the Commissioner of Higher Education.
- 6. Failure by the receiving institution to notify the Commissioner in writing, as specified above, within 5 working days after the 45 calendar-day requirement will allow the student or sending institution to send written notification to the commissioner and may result in "automatic" acceptance of the credit by the institution which originally denied the credit.

- When it is required that the Commissioner or his/her designee resolve the dispute, the resolution will be so designated on the form and copies sent to all parties. Both institutions will maintain form files and the Coordinating Board will maintain a file of all resolutions by institutions.

Transcribing Credit from Vocational Schools

The Admissions Office will post to transcripts vocational courses as they appear on the vocational school transcript or as specified by the Director of the Bachelor of Applied Arts and Sciences degree program.

This process will be limited to students approved for the BAAS degree. Credit from vocational schools will not be applied to other degrees.

The vocational school must be accredited by a regional accrediting agency or by an agency listed in the publication of the Commission for Recognition of Postsecondary Education (CORPE). A transcript from a vocational school not so accredited may still be posted upon approval of the Registrar after investigation into the reputation of the school in question and acceptance of the school's credits by other universities. If it is determined that the student used the vocational courses for a high school diploma, credit will not be awarded.

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. Quarter hours and semester hours on the vocational transcript will be transferred in the same manner as academic credit. Quarter hours times 2/3 equals the number of credit hours. The Registrar will post grades for vocational courses and will use them to compute the overall GPA.

Non-Traditional Credit

TAMU-T recognizes that in some cases students may have acquired knowledge relevant to the pursuit of an undergraduate degree in other than a formal classroom setting. Credits earned in this fashion are referred to as non-traditional credit and are not applicable toward satisfying the residency requirement.

The five alternative methods of establishing credit accepted by TAMU-T are:

Credit by Standardized Examination

Credit for admission may be established by participation in testing programs such as the Advanced Placement Program (AP) and the College Level Examination Program (CLEP).

For questions regarding Credit by Examination, please contact the Office of Admissions and Records. TAMU-T will accept courses taken by College Level Examination Program (CLEP) exam or College Entrance Examination Board (CEEB) exam or by a local exam from an accredited college. CLEP exams are administered at Texarkana College and the student should contact the TC Counseling Office (903/838-4541) for additional information, required fees, and test arrangements.

Students interested in taking CLEP exams should write to: Publishing Services, Dallas Public Library, 1954 Commerce, Dallas, Texas 75201. The library will send a free study guide which gives sample questions and list of books to study for the exam requested. Students should ask for the study guide by title, not course number. Registration for the CLEP is made one month in advance of the exam.

College Entrance Examination Board (CEEB) tests may be taken at Texas A&M University-Commerce for selected courses. CLEP and CEEB test scores must be mailed to TAMU-T from the testing center. TAMU-C also offers local tests for selected courses. Contact the Office of Testing, TAMU-C, Commerce, Texas 75429, for information on test content and testing dates.

Since many colleges and universities have different minimum scores for passage of CLEP tests, students are encouraged to contact the Admissions Office to obtain required scores for receiving CLEP credit at TAMU-T.

(Note: BAAS students may apply a maximum of 18 semester credit hours through Credit by Exam or Correspondence Course Work to their degree program.)

Military Service Credit

Credit may be granted for military technical courses 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).

Courses taken through the United States Armed Forces Institute (USAFI) may transfer at face value. The veteran should contact the Admissions Office for evaluation of credits.

Courses granted through this process are limited to students approved for the BAAS degree. Credit from the Military will not be applied to other degrees.

Institutionally Devised Examinations

Students may challenge any undergraduate course in the University's course inventory with the exception of practicum and field experience courses by 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 Admissions Office,
- Contact the appropriate Dean to submit the application,
- Submit a \$25 fee to the Business Office.

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

After the exam is graded, the Dean forwards the request form to the Registrar indicating whether credit is to be awarded. The student is notified of the outcome and if appropriate, credit is posted 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

Students may receive college credit for competencies acquired through selected work experiences, in-service training programs, and vocational/technical education. Credit is awarded for learning and not for experience. Many students have been able to apply valuable learning received in non-campus settings toward fulfillment of BAAS degree requirements at TAMU-T.

CAEL (Council for the Advancement of Experiential Learning) is a group of some 400 institutions of higher education, including TAMU-T, which is working to advance understanding and practice in the assessment of self-acquired learning for academic credit.

Questions on procedures and requests for application forms should be directed to Dr. Glenda Ballard, Coordinator of the Bachelor of Applied Arts and Sciences Program. Additional information on this type of credit assessment is listed under the Bachelor of Applied Arts and Sciences Degree in this catalog.

Correspondence and Extension Credit

No more than 30 semester hours of extension and/or correspondence (combined) coursework may be applied toward a baccalaureate degree. No more than 18 of the 30 semester hours may be completed by correspondence.

TAMU-T does not offer correspondence or extension courses. Courses taken at a university and classified as extension by that notation on the student's transcript are also designated as extension courses on the TAMU-T transcript.

Grades: Meaning and Value

Grade Marks	Grade Meaning	Grade Points
A	Excellent	4
B	Good	3
C	Average	2
D	Passing	1
X	Incomplete	0
F	Failure	0
W	Withdrew	0
DP	Drop Passing	0
DF	Drop Failing	0
S	Satisfactory	0
U	Unsatisfactory	0
DS	Drop Satisfactory	0
DU	Drop Unsatisfactory	0
CR	Credit Only	0
NG	No Grade	0
Q	Temporary grade pending receipt of drop grade at the end of semester	0

Grade Point Average (GPA)

Grade point average is computed by dividing the grade points accumulated by the number of hours for which a grade, other than X, W, DP, NG, S, U, DS, DU or NG is received.

The cumulative grade point average is based on all previous credit attempted at both the undergraduate and graduate levels.

When a course is repeated, only the grade for the last enrollment for that course (even if the grade is lower) will be used for computing a cumulative grade point average. The second grade will be used to determine credit earned for the course and will invalidate the first credit earned for the course. No grade may be erased from a student's record.

Academic work at foreign colleges, universities or preparatory schools shall be excluded from GPA calculation.

Grades are available via Web for Students at the end of each semester and/or mini-term. Grades are not mailed.

Grade dispute or appeals must be initiated within one calendar year from receipt of the grade in question in the Admissions Office.

Satisfactory-Unsatisfactory (S/U) Grades

Certain courses will be evaluated on a satisfactory/unsatisfactory (S/U) graded basis rather than by the traditional letter-grade system.

Credit hours are awarded for courses in which an "S" is received. However, grade points are not awarded and the credit hours are not included in computation of grade point averages.

Only a grade of "S" may be counted toward fulfillment of degree requirements.

In no case may a student apply more than three S/U graded courses toward fulfillment of the requirements for graduation. A grade of "U" does not earn credit hours, and it does not count against the computed grade point average.

S/U graded courses will be clearly identified in the class schedule and in the syllabus presented to students on the first class day for that course.

Courses will not be changed from S/U graded to letter grades or from letter grades to an S/U system after the first regularly scheduled meeting of the class.

Note: Since the Area of Concentration for the MSIS degree calls for a maximum of 18 semester hours, no more than one S/U graded course may be used to meet the credit hour requirements for the Area of Concentration.

No more than three S/U graded courses may apply toward fulfillment of the requirements for graduation with an MSIS degree (excluding 6 SCH practicum).

*The VA requires TAMU-T to calculate GPA for courses fulfilling graduate degree requirements. For VA purposes, an "S" equals 3.00 and a U equals 0.00.

Guidelines for Assigning an Incomplete Grade "X"

1. An incomplete grade ("X") may be assigned when circumstances beyond the students control prevents the student from completing a course on time. The student should contact the instructor and request an incomplete grade in the course.

- If the faculty member agrees to the student's request, an Incomplete Grade Form must be completed listing the circumstances that prevented the student from completing the course and the remaining requirements for completing the course. The deadline for completing the course work is to be specified up to a maximum of 12 months from the end of the semester the student was enrolled in the course in question.
- The instructor and student must sign the completed Incomplete Grade Form. The form may be accessed at the university web site. In cases where the student is unavailable, written agreement by the student may be given by fax, e-mail, or letter. A representative of an incapacitated student must contact the university Registrar.
- The original copy of the Incomplete Grade Form will be maintained by the faculty member with a copy given or mailed to the student. A copy will also be sent to the Registrar's Office to be filed along with the Official Grade Sheets- A copy will also be sent to the Dean's office.
- In rare cases, incomplete grades may be assigned for every student in a course. In this case, one Incomplete Grade Form for the entire student roster will suffice and no student signatures are required.

No Grade (NG) Designation

An instructor has the option of assigning the NG (no grade) designation as a final grade if and when the instructor deems it is an appropriate grade. The NG is not calculated in the grade point average and cannot be changed to any other grade. A student must re-enroll and complete the course to obtain any other grade.

Repeated Courses

It is the student's responsibility to notify the Office of Admissions when a course is repeated to assure that an adjustment in the grade point average (GPA) will be entered on the student's permanent record.

When a course is repeated, only the grade for the last enrollment for that course (even if the grade is lower) will be used for computing a cumulative grade point average unless the grade is an X, W, DP, or NG. The second grade will be used to determine credit earned for the course and will invalidate the first credit earned for the course. No grade may be erased from a student's record.

Recording /Changing Grades

After reporting a student's grade to the Office of Admissions, the instructor may not change any grade other than "X" unless an error in calculation has been made by the instructor.

The instructor shall provide written documentation of the error to the Office of Admissions by completing the appropriate Grade Change Card.

Grades must be recorded within one week of the last official class day of the semester in which the student earned the grade.

No grade may be erased from a student record.

Scholastic Standards

A minimum 2.00 cumulative GPA is required to avoid probation.

Good Standing

Students who maintain a cumulative grade point average of 2.00 or above are considered in good standing.

A student who has been placed on academic suspension will not be considered in good standing until one semester has been completed at TAMU-T and the minimum 2.00 cumulative GPA has been achieved.

Probation

Students who enter or drop below a 2.00 cumulative grade point average (GPA) will be placed and remain on probation until the cumulative grade point average is raised to a 2.00 or above.

During the probation period, the student must maintain a semester GPA of 2.00 or higher. A "Placed on Probation" statement will be printed on the grade mailer and on the student's transcript indicating this status. Students leaving the university on Probation will be re-admitted on Probation. An official transcript must be provided to the Admissions Office to remove Probation status if the student attends another university and raises the cumulative GPA to 2.00.

Failure to maintain a minimum 2.00 GPA each semester while on probation, will result in the student being placed on suspension for a period of one year and he will not be eligible to re-enroll until such time period has elapsed.

Suspension

Undergraduate students may be suspended from the University for one calendar year for failure to meet the terms of probation or for grade point deficiency. Students placed on Suspension will be officially notified by the Office of Admissions and a statement will be posted on the student's transcript indicating "Placed on Suspension".

After a period of suspension the student will be permitted to enroll again on probation. Students on suspension from other institutions will not be admitted to TAMU-T until their specified periods of suspension expires unless approval is given by the institution which placed the student on suspension.

Students who wish to appeal the status of academic suspension, may do so through the Vice President for Academic Affairs (see Admissions Rules and Procedures). Early re-entry is possible only once with permission from the VPAA and only if extenuating circumstances warrant such action.

TAMU-T reserves the right to deny admission to a student suspended from another college even though the suspension period has expired.

Note: Enrollment restrictions as a result of suspension are imposed only at the end of the Fall and Spring terms.

Note: The graduate level Probation/Suspension policy can be found in the graduate section of this catalog.

Academic Achievement

Academic Honors

Undergraduate students may qualify for academic achievement recognition on a semester basis. These designations are posted on the student's permanent transcript. Honors categories are not calculated for summer sessions or mini-terms and are not calculated for graduate students. Honors designation will not be posted until all incomplete grades are removed. The criteria for President's Honors and University Honors are listed below:

President's Honors

An undergraduate student must be enrolled for a minimum of nine hours, excluding "S/U" graded courses, for a fall or spring semester and achieve a 4.00 grade point average for the semester.

University Honors

An undergraduate student must be enrolled for minimum of nine hours, excluding "S/U" graded courses, for a fall or spring semester and achieve a 3.50 grade point average or higher for the semester.

Honors Graduate Recognition

Students who complete a minimum of 45 hours of their baccalaureate program coursework at TAMU-T will be considered for recognition as honor graduates. (Non-traditional credit and credit from advanced placement exams does not fulfill the 45 hour resident coursework requirement.) The grade point average will be computed on all course-work attempted at any school. (NOTE: Students who declare Academic Fresh Start are not eligible for graduation honors.) The following honors designations are posted on the student's permanent academic record (transcript) and diploma. Students graduating Summa Cum Laude, Magna Cum Laude and Cum Laude are recognized individually at commencement ceremonies.

Summa Cum Laude	overall GPA of 4.000
Magna Cum Laude	overall GPA of 3.850 to 3.999
Cum Laude.....	overall GPA of 3.750 to 3.849
Academic Distinction.....	overall GPA of 3.5 to 3.749

Academic Dishonesty

The University expects all students to pursue their academic careers with honesty and integrity and assumes that the products of a student's efforts in a course reflect solely the work of that student unless otherwise authorized by the instructor. Academic dishonesty includes, but is not limited to, cheating on a test or other coursework, plagiarism, and unauthorized collaboration with another person.

Plagiarism is defined as "taking and using as one's own idea" the writing, invention, expression, or ideas of another person.

Students who are observed cheating or plagiarizing in a course may be awarded a grade of "F" at the discretion of the instructor.

Repeated offenses constitute a breach of campus standards (see Student Code of Conduct section of this catalog).

Student Academic Grievance

Students with an academic grievance regarding course content, grades or conduct of the course may register a grievance by following appropriate due process procedures.

If the grievance involves a single faculty member, the student should first confer with that faculty member.

If satisfactory resolution is not reached in conference with the faculty member, or if the student feels that a conference with the faculty member would be counter-productive, he should confer with the Dean.

When the grievance involves the Dean, the student may appeal to the Vice President for Student and Academic Support Services.

If resolution is not reached at the Dean's level, the student may present an appeal to the Vice President for Academic Affairs. If resolution is not reached at the VPAA level, the formal appeal process may be initiated with the Vice President for Student and Academic Support Services.

The VPSASS will organize an Appeals Committee comprised of the Faculty Senate Chair (unless involved), one student and one member of the staff or faculty selected by the Student Affairs Council; and one uninvolved faculty member appointed by the Dean.

Both the involved student and faculty member may attend the meeting. Each may bring any one additional person, but neither the involved faculty member, the student, or their guests are voting members.

Decisions of the Appeals Committee are final. However, a decision regarding whether to change a grade rests with the faculty member who awarded the initial grade. The decision will be delivered in writing to the appropriate Dean for action.

Grade dispute or appeals must be initiated within one calendar year from receipt of the grade in question in the Admissions Office.

Student Records

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 Services, Teacher Certification, Deans, Faculty, Placement Office, Institutional Advancement, and Graduate Studies. Provisions are made in these offices 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 Office of Admissions during the current semester. Students' records are regarded as confidential.

Student records are released only for use by faculty and professional staff for authorized University-related purposes. A student's academic records are released only with written consent of the student or due to subpoena by a court of law.

Confidentiality

In compliance with the Family Educational Rights and Privacy Act of 1974, Texas A&M University-Texarkana gives notice that the following directory information will be released upon request: student's name, address (permanent and local), telephone listing, photograph, date and place of birth, enrollment status (undergraduate, graduate, classification, etc.), major field of study, participating in officially recognized activities and sports, date of attendance, degrees, certificates and awards received, type of award received, full or part-time status, and most recent previous educational agency or institution attended by the students.

Any student who objects to the release of all or any part of the directory information on file in his or her name must notify the Admissions Office, in writing, 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.

Release of Student Academic Records

Written authorization from the student is required to release a student's academic record. No phone requests will be accepted.

The student may come to the Admissions Office in person to complete the appropriate request form, may mail or fax a written request to the Admissions Office or access Web for Students.

Requests must be dated and the social security number provided. If the transcript is to be mailed to a third party, the name and address must be provided. If the student sends a third party to obtain a transcript, a signed statement authorizing the release to the designated person must be presented.

The Admissions Office personnel will verify the request and generate an official transcript. (**Note:** Requires minimum of 24 hours for process).

The official transcript is computer generated on white paper imprinted with the TAMU-T seal in blue. It is validated with the signature of the Registrar, date and University seal. Each transcript is stamped with the "Family Educational Rights & Privacy Act" information. When the transcript is issued to the student, it is stamped "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. Admissions staff will examine the release and make a copy, then allow the investigator to examine the record.

The Admissions staff person will complete the appropriate form documenting the situation and attach it to the copy of the release, both of which will be retained 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 Admissions Office in person, and completing the appropriate request form.

Requests by mail will be honored, provided the date, social security number and student's signature are included. Transcripts will be provided to the student only. They will not be released or sent to a third party.

Each transcript is stamped "Issued To Student" and "Unofficial Transcript". The transcripts are not certified or validated in any way.

Release of Records to Faculty/Staff

Designated school officials, administrative officers, 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. A Request to View Education Records must be completed by the official and a record is maintained in the student's admissions file to document who reviewed the record and the purpose.

Copies of student transcripts provided to school officials are to be stamped "unofficial" and are not to be released to students or third parties.

FISCAL INFORMATION

Tuition Status

Tuition is assessed each student according to residence classification and the number of semester credit hours for which he registers. Tuition and fee rates are set by the State Legislature and the Texas A&M University System Board of Regents. Current Tuition and Fee Schedules are available in the Office of Admissions and the Fiscal Office.

Oath of Residency

The student is responsible for registering under the proper residence classification and for providing documentation as required by the institution. If there is any question as to an individual's right to be classified as a resident of Texas, it is the student's obligation, prior to or at the time of enrollment, to raise the question with the Admissions Office 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, it is the responsibility of the student to notify the Admissions Office. Failure to notify the institution constitutes a violation of the Oath of Residency and will result in disciplinary action.

Resident Students

Residents of Texas will be charged tuition at the rate of \$80.00 (undergraduate) and \$100.00 (graduate) for 2003-2004.

Nonresident Students

Nonresidents of Texas will be charged tuition at the rate of \$316 (undergraduate) and \$336 (graduate) per semester credit hour for 2003-2004.

A nonresident student is legally defined to be a student 18 years of age or older who resides out of the state or who has not been a resident of Texas 12 months immediately preceding the date of registration.

There can be no change of residence status except upon expressed authorization by the Registrar.

Attempts on the part of a nonresident to evade the non-resident fee by deliberate concealment of facts or misrepresentation of facts will be taken seriously and may lead to expulsion and/or penalty not to exceed \$10 per semester.

Reclassification of Residency

Non-resident students are defined as individuals who do not reside in the state of Texas or who have not resided in Texas for a period of 12 months prior to enrolling in an institution of higher education. Students enrolling in an institution prior to having resided in the state for 12 months preceding the time of enrollment shall be classified as non-residents for tuition purposes during the period in which they continue as students.

TAMU-T students classified as nonresident students will be considered to retain that status until they make written application for reclassification in the form prescribed by the Admissions Office and are officially reclassified in writing as residents of Texas by the Registrar.

Persons who have been classified as residents of Texas will be reclassified as nonresident students whenever they report, or there is found to exist, circumstances indicating a change in legal residence to another state.

If students who have been classified as residents of Texas are found to have been erroneously classified, those students will be reclassified as nonresidents and will be required to pay the difference between resident and nonresident fees for those semesters in which they were so classified. In addition, the students will be required to pay back all monies borrowed from the Hinson-Hazelwood College Student Loan Program.

If students have been erroneously classified as nonresident students and subsequently prove to the satisfaction of the Registrar that they should have been classified as resident students, they will be reclassified as residents of Texas and will be entitled to a refund of the difference between the resident and nonresident fees for the semesters in which they were so classified.

Normally, the refund must be requested and substantiated during the current term.

Exemption of Nonresident Status

Special exceptions to the foregoing residence classifications are:

1. Arkansas and Oklahoma residents (based on provisions of House Bill 1384, 75th Legislature) are entitled to pay in-state tuition rates.
2. An individual who resided in Texas for at least 5 years prior to moving from the state and who has returned to the state for residence purposes before having resided out of the state for a year shall be classified as a resident student for tuition purposes.
3. A teacher or professor employed at least half-time on a regular monthly salary basis by any Texas public institution of higher education with an effective date of employment on the official census date of the relevant term (s) may pay the same tuition as a resident of Texas for themselves, their spouses, and their dependent children, regardless of length of residence in the state. Teaching or research assistants employed at least half-time in a degree program-related position may also qualify for exemption under the above conditions.
4. A nonresident student holding a competitive academic scholarship of at least \$1000 for the academic year for which he is enrolled is entitled to pay the fees required of Texas residents without regard to the length of time he has resided in Texas provided that he competes with other students including Texas residents for the scholarship and that the scholarship be awarded by a scholarship committee recognized by Texas A&M University-Texarkana.
5. Usually a member of the United States military force on active duty is entitled to pay the resident tuition fee for himself or dependents providing that each semester he submits to the Admissions and Records Office a letter from his commanding officer stating that he is currently on permanent assignment in the State.
6. An alien who has been lawfully admitted for permanent residence in the United States shall not by reason of that status alone be disqualified from classification as a resident provided however that aliens who are present in the United States on a temporary or student visa shall not be eligible for classification as residents.

Tuition and Fee Exemptions

Certain students are exempt from paying tuition and some of the required fees by action of the State of Texas and Texas A&M University Board of Regents. Specific eligibility requirements under these provisions can be obtained from either the Business or Admissions Offices.

Applications for exemptions must be completed thirty (30) days prior to registration. Exempt classifications are as follows:

1. Residents of the State of Texas who are children of Prisoners of War or Persons Missing in Action are exempt from paying all fees.

2. Blind and Deaf students who are eligible for the rehabilitation services of the State Commission for the Blind and/or the Division of Vocational Rehabilitation of the Texas Education Agency may be exempt from certain fees.
3. Dependent children of disabled or killed-on-duty firemen or peace officers may be exempt from paying tuition and laboratory fees.
4. Students who are residents of the State of Texas who are 65 years of age or older may audit courses without paying the regular audit fees. However, enrollment in this category is subject to space availability in specific courses.
5. Senior citizens (65 or older) may enroll in up to 6 SCH for credit with free tuition, if approved by the governing board and space is available.

Limitation on In-State Tuition Rates for Some Undergraduates

New undergraduate students enrolling in an institution of higher education in Fall 1999 or afterward are subject to the conditions of Senate Bill 345 passed in the 76th Legislative Session. The law states that a resident undergraduate student whose attempted hours exceeds, by at least 45 semester credit hours, the number of hours required for completion of the degree program may be charged tuition at a higher rate. The higher rate will not exceed the rate charged to non-resident undergraduate students. A resident student is one who pays the in-state rate for tuition purposes.

Tuition Rebate Program for Undergraduates

The State of Texas has authorized tuition rebates for students who complete baccalaureate degrees with no more than 3 credits in excess of those required for their degrees. Students graduating with their first baccalaureate degree may be eligible for a \$1000 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.
2. Request a rebate for work related to a first baccalaureate degree received from a Texas public university.
3. Must have been a resident of Texas and must have attempted all coursework at a Texas public institution of higher education, and have been entitled to pay resident tuition at all times while pursuing the degree.
4. Must have attempted no more than three hours in excess of the minimum number of semester credit hours required for completion of the degree as specified in the catalog under which you will graduate. All for-credit courses will count including courses dropped after the official census date.

Option to Pay by Installment

Students attending Texas A&M University-Texarkana shall be allowed 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.

Installment Payment Plan Terms:

- A. Students electing the installment payment plan option shall be obligated to pay the full amount of all tuition, mandatory fees and incidental fees specified in this installment plan agreement.
- B. The installment payment plan option selected may not be changed after a student's fee schedule has been produced.
- C. The first installment payment shall be due at the time of registration and shall be equal to 1/2 of all tuition and mandatory fees due for the semester, plus the full amount of the processing fee.
- D. 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.
- E. A student who fails to make full payment of tuition and fees, including any incidental fees, by the due date may be prohibited from registering for classes until full payment is made. A student who fails to make payment prior to the end of the semester may be denied credit for work done that semester. The university shall notify a student of any delinquent tuition or fee payment as soon as practicable. University records may be adjusted to reflect the student's failure to have properly enrolled for that semester.
- F. A student seeking reinstatement to the University after withdrawing from the University without paying the full amount of tuition and fees, or having been dropped from the rolls of the University for failure to make installment payments when due, shall pay all past due installment payments and applicable late payment fees before reinstatement will be processed.

Processing and Incidental Fees:

- A. A student paying tuition and required fees in three (3) installments shall pay a processing fee of twelve dollars (\$12).
- B. A student making an installment payment after the due date shall also pay a \$15.00 late payment fee. Each installment payment must be received at the University Cashier's Office by the due date specified in the installment payment plan agreement.

Outstanding Financial Obligations

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. Non-payment of any accounts will be entered on the students record and the Registrar's Office will withhold transcripts, diplomas, and credits until the obligation is paid in

full. In addition, students will be prohibited from registering for classes until full payment is made.

Payment of Tuition and Fees

All checks submitted for payment for any tuition and/or fees will have the student's Social Security Number written on it. University staff will write the Social Security Number on the checks when a student has not done so already.

Installment Payment Fees

Processing Fee.....	\$12.00
Delinquent Fee.....	\$15.00 per late payment

Designated Tuition

The Designated Tuition, as authorized by State Law and approved by the Board of Regents, is required of all students. The tuition is collected for the purpose of retirement of bond indebtedness, service on educational plant or on renewal, replacement of furnishings, additions to the plant, or other operational purposes as designated by the Board.

Student Activity Fee

The Student Activity Fee, as authorized by State law, is required of all students. The income from this fee supports extracurricular and recreational activities, artist and lecture series, cultural entertainment series, student publications and government, enforcement and administration of parking regulations, and other student services as authorized by State law. The Student Affairs Council recommends expenditures from this fund to the Administration.

General Property Deposit

A \$10 general property deposit shall be collected to insure the institution against losses, damages, and breakage in libraries and laboratories. This fee is assessed to each person who registers as a student at TAMU-T and will remain on deposit until the student either graduates or permanently withdraws from the University. This is a one-time \$10 charge as long as the fee remains on deposit. If the \$10 deposit is refunded, or any claim for damages is filed against it, the student will again be assessed the \$10 general property deposit.

Computer and Course Fee

This fee, as approved by the Board of Regents, is required of all students. The fee supports the cost of computer access and helps defray the cost of printing of handout materials for all classes. Computers for student use are available in the John F. Moss Library.

International Education Fee

The International Education Fee, as authorized by State law, is required of all students. This fee supports international student programs.

Transcript Fees

A transcript fee in the amount of \$5 will be assessed to all students each semester as part of tuition and fees. Official transcripts will be provided (maximum 10 per request) at no charge to all current and former students.

Note: See Release of Student Academic Records.

Student Endowment Scholarship Fee

The Student Endowment Scholarship and Internship Program (SESIP) is an optional state grant program for all general academic teaching institutions. The \$2 per semester hour fee will provide revenue to build an endowment fund for student scholarships and internships. Matching funds from the State, as provided in provisions of the legislation, will be sought through the legislative appropriation request process.

Laboratory/Materials Fee

Laboratory fees ranging from \$10 to \$30 per course are applicable to some courses for materials and lab usage. See semester schedule for listing.

Miscellaneous Special Fees—2001-2002

Cap, Gown & Photo—Bachelor's	\$36.00
Cap, Gown & Photo—Master's	\$50.00
Credit by Exam Fee	\$25.00
Deficiency Plan Evaluation Fee	\$15.00
Diploma Fee	\$ 6.50
Diploma Mailing Fee	\$ 7.50
Matriculation Fee	\$25.00
Reactivation Fee	\$ 6.00
Late Registration Fee	\$15.00
Returned Check	\$15.00
Installment Processing Fee	\$12.00
Installment Delinquent Payment Fee	\$15.00
Test Administration Fees (applicable only to non-TAMU-T course exams administered by the TAMU-T Testing Center)	\$10.00-students \$15.00-non-students

Note: The University reserves the right to make a special assessment against any student guilty of inexcusable breakage or loss of instructional equipment or other University property. The University also reserves the right to adjust graduation related rates as per changes of fees assessed to the University by the vendors.

Refund of Fees

- I. A student withdrawing officially in a fall or spring term will receive a refund of fees according to the following scale:
 - a. Prior to the first class day of the semester 100 percent
 - b. During the first 5 class days of the semester 80 percent
 - c. During the second 5 class days of the semester 70 percent
 - d. During the third 5 class days of the semester 50 percent
 - e. During the fourth 5 class days of the semester 25 percent
 - f. After the fourth 5 class days of the semester None

2. A student withdrawing officially in a summer term will receive a refund of fees according to the following scale:
 - a. Prior to the first class day of the semester 100 percent
 - b. During the first, second, or third class day of the semester 80 percent
 - c. During the fourth, fifth, or sixth class day of the semester 50 percent
 - d. Seventh day of class and thereafter None
3. Students who drop courses within the first 12 class days of a fall or spring term or within the first 4 days of a summer term will receive a full refund for those courses dropped, provided the student remains enrolled for that semester. Refunds for courses dropped by a student who later withdraws are calculated according to the schedules above.
4. Refunds will be made for mini-terms according to the schedule for summer terms.
5. If a scheduled course fails to materialize, by reason of lack of required students, all fees for same will be refunded.
6. No refunds will be made on auditor's fees.

Students receiving financial aid should consult the Financial Aid section of the catalog regarding withdrawal refunds.

Withdrawal refund for students paying in installments are calculated as follows:

- 100% means you will receive a 100% refund of tuition paid
- 80% means you will receive a refund of 30% (50% paid less 20% owed = 30% refund)
- 70% means you will receive a refund of 20% (50% paid less 30% owed = 20% refund)
- 50% means you will not receive a refund and do not owe any additional tuition (50% paid less 50% owed = 0)
- 25% means you owe an additional 25% of total assessed tuition (50% paid less 75% owed = 25% balance due)

Vehicle Registration Fee

All students attending TAMU-T and parking a vehicle on the TAMU-T/Texarkana College campus must purchase a parking permit in the Business Office from 8:00 a.m. to 5:00 p.m. or from 5:00 p.m. to 9:30 p.m. at the TAMU-T Reception Desk located on the first floor.

*Parking fees:

Fall Permit (Sept.-Aug.)	\$10.00
Spring Permit (Jan.-Aug.)	\$ 8.00
Summer Permit (June-Aug.)	\$ 5.00
Additional Permits	\$ 2.00

*Rates are subject to change by Texarkana College.

Library Fines

Students must have library fines paid before they will be permitted to re-enroll in the University.

Student Insurance

Sickness and accident insurance is available to all TAMU-T students and their dependents on a voluntary basis and offers students who may not have insurance an opportunity for coverage. Additional information regarding the student insurance program may be obtained from the Office of Student and Academic Support Services, Room 223.

Textbooks and Supplies

It is your responsibility to provide your own textbooks and supplies. The Texarkana College Bookstore is the major source of these materials. Subject to availability, used textbooks are offered at a reduced price.

At the beginning of each Fall and Spring semester, the Student Affairs Council sponsors a consignment book sale in which students may exchange books or purchase books from each other.

Information about the book sale is distributed with pre-registration packets and flyers are posted throughout the building.

FINANCIAL AID

How to Determine Eligibility

The first step in determining whether a student qualifies is to fill out a Free Application for Federal Student Aid (called FAFSA). An analysis is done to determine eligibility for federal or state aid to help pay some of the costs of education. Qualification depends upon the personal income, assets and dependency status. Many people are pleased to discover that they do qualify for some form of financial aid.

Undergraduate students must be a regular degree-seeking junior or senior with a minimum of 54 transferable hours and a 2.00 cumulative GPA. Graduate students must be admitted to a graduate degree program upon completion of 12 consecutive months at TAMU-T in order to continue receiving financial aid.

How To Apply

Financial Aid applications are available in January for the next fall and spring terms. Information from the previous year's Income Tax return is required in order to complete the application. Other records possibly needed are: non-taxable income such as Veterans' Administration benefits, Social Security or welfare benefits, current bank and mortgage information, possibly medical and dental bills, and business and farm information. Students must be prepared to provide documentation of all information used on the application. Academic progress and scholastic standing are taken into consideration when aid is being awarded. Recipients are required to maintain the number of hours for which they received aid. Pro-rated repayment of aid is expected from students who withdraw or drop hours. Because financial aid is administered on a first-come, first-served basis, early application is important. Contact the Financial Aid Office, Room 221 for applications.

Note: Priority deadlines for submitting applications are:

Fall/Spring	May 1
Spring only	May 1
Summer	March 15

Financial Aid Standing

Students in default on financial aid loans or who owe repayment to any financial aid program are not in good financial aid standing. In order to register for classes, receive financial aid, or request an official TAMU-T transcript, students must receive clearance from the TAMU-T Financial Aid Office. Documentation from external agencies may be required in order to receive clearance.

Satisfactory Academic Progress

Students must maintain satisfactory academic progress (SAP) to be eligible for financial aid. The two main areas of SAP are grade point average (GPA) and hours of completion. Undergraduate students who receive full-time assistance are expected to complete a minimum of 24 semester hours. Students who receive three-quarter time assistance are expected to complete at least 18 semester hours of course work per academic year, or if enrolled for only one semester, 9 semester hours. Student who receive half-time assistance are expected to complete 12 semester hours of coursework per academic year, or if enrolled for only one semester, 6 semester hours.

Graduate students receiving full-time assistance are expected to complete a minimum of 18 semester hours of coursework per academic year, or if enrolled for only one semester, 9 graduate hours. Graduate students who receive half-time assistance are expected to complete a minimum of 12 graduate semester hours of coursework per academic year, or if enrolled for only one semester, 6 graduate semester hours. The GPA of each financial aid recipient is verified at the end of each semester. Hours of completion are based on the number of hours for which the student was enrolled on the official census date for which he/she received aid. Cumulative hours will be reviewed at the end of the Spring semester, and students will be notified of deficiencies prior to the next award year. Students may make-up deficient hours in mini-terms and/or summer terms.

Excessive Hours: Financial aid will not be available to undergraduate students whose cumulative "attempted" hours exceed 150% of their degree program. Once the student attempts 150 semester hours, he may appeal for further financial aid in order for the Financial Aid Office to determine the student's maximum timeframe for eligibility. All courses for which a student registers (includes those completed and those that are not completed) or transfers to Texas A&M University-Texarkana are included in the excessive hour calculation. Remedial and orientation courses, however, are excluded from this calculation.

Financial aid recipients who withdraw from the university after receiving financial aid funds will not again be eligible for financial aid until a like number of hours has been

completed at the student's own expense. If a student withdraws, he/she agrees to:

- repay the Financial Aid Office any funds, or portion of funds, granted to him/her for that semester as required by federal and/or university regulations, and
- authorize all refunds made by the university as a result of withdrawal to be credited to the program(s) from which the funds were originally disbursed.

Appeals

Students have the right to appeal Satisfactory Academic Progress standards. However, the submission of an appeal is only a request and does not imply that a financial aid hold will be removed or that approval of the appeal is forthcoming. The appeal must be submitted to the Financial Aid Office in writing and should demonstrate that unusual circumstances occurred which were beyond the student's control. The student may request an appeal form from the Financial Aid Office. For more details concerning satisfactory academic progress that applies to financial aid, copies of the SAP policy are available upon request in the Financial Aid Office.

Financial Aid Students Who Drop Classes

The student's financial aid award is based on his/her enrollment status on the University's official census date report. If the student drops below the number of hours for which he/she was paid on or before the official census date, repayment for some or all of the financial aid may be required. If the student drops after the census date, makeup hours may be required.

Financial Aid Students and Non-attendance Students

Students who are awarded financial aid who fail to attend any of his/her classes must repay all financial aid received.

FA Students Who Withdraw from All Classes

Students who have received financial aid who withdraws from TAMU-T on or before the 60% point in the semester must repay a portion of their financial aid award as specified by the federal formula. The student is only eligible to maintain the amount of financial aid he has earned at the time attendance ceases. The student will be required to repay both the federal programs and TAMU-T for institutional charges. TAMU-T will use the federal formula in determining the amount to be repaid. All financial aid students must contact the Financial Aid Office before withdrawing from classes in order to understand the adverse effects of withdrawal.

Distribution Rule

When a student ceases attendance, a refund due must be credited in the following order:

- FFELP loan(s) (outstanding balances)
- Pell Grant
- FSEOG
- Other student financial aid programs
- Other federal, state, private, or institutional sources of aid
- Student

Students With Drug-Related Convictions

Any student who has been convicted of a drug-related offense, must call 1-800-433-3243 or go to the website <http://www.fafsa.ed.gov/q28> to find out if he is eligible for federal financial aid.

Selective Service Registration Compliance

Any student required to be registered with Selective Service must be registered to receive Title IV financial assistance. All aid applicants are required to file a statement of registration compliance on the FAFSA.

Fee Payment

The student's tuition and fees account will be credited on (or about) the first class day of each semester if the student is receiving funds from the following programs: TAMU-T academic scholarships, Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Texas Public Education Grant (TPEG), Fifth Year Accounting Scholarship, Presidential Need-Based Program, or Student Deposit Scholarship. (Exception: Fall awards will be credited on or after September 1.)

If the student is awarded funds from the following programs, his/her award will appear as "estimated aid" until the individual check is received from the appropriate agency: Tuition Scholarship, (LEAP) Leveraging Educational Assistance Program.

If a student is awarded a Federal Stafford loan, and the student has authorized the lender to send his/her loan funds by "Electronic Fund Transfer", TAMU-T will credit the student's account with the loan funds and mail the student any credit balance. Federal Stafford loan awards will appear as "estimated aid" on the student's bill **only until the first class day**. If the loan funds are received by individual check made payable to the student, the student must endorse the check and release to the TAMU-T Business Office, (see below). **If the loan funds have not been received by the first class day, the student is responsible for any balance due to TAMU-T.**

Any financial aid funds received by individual check that are made payable to the student must be endorsed and released to the TAMU-T Business Office for deposit to the student's tuition and fee account. Funds received by "Electronic Funds Transfer" will be automatically applied to the student's account if authorized by the student. Any balance due to the student will be mailed within 10 days.

Tuition and Fee Emergency Loans

Tuition and fee TPEG Emergency Loans are available to qualified students upon request in the Financial Aid Office. The Business Office is responsible for disbursing and collecting all loans. Conditions and qualifications for the loan are as follows:

1. Loan application must be completed in person. (A student ID may be required).
2. Student must be enrolled in a degree granting program at TAMU-T.
3. Applications will be processed on a first-come, first-served basis.

4. An Admissions Application and all required official transcripts must be on file and evaluated in the Admissions Office prior to receipt of an emergency loan.
5. A minimum GPA of 2.00 for undergraduates and professional students and a 3.00 for graduate students is required to establish eligibility.
6. A student may not be on academic or disciplinary probation.
7. The maximum loan amount per student may not be less than an amount equal to the tuition and required fees for the courses in which the student is actually enrolled.
8. A promissory note bearing interest at the rate of five percent per annum will be executed by the student to be repaid over a period not to exceed 90 days if made for the Fall or spring semester, or within 30 days if made for a six-week summer session, subject to the provisions of Section 56.055, Texas Education Code.
9. If a student does not make full payment on his/her outstanding emergency loan balance by the due date, all University records and enrollment will be blocked immediately.

Emergency Book Loan

Emergency Book Loans are available to qualified students upon request in the Financial Aid Office. The Business Office is responsible for disbursing and collecting all loans. Conditions and qualifications for the loan are as follows:

1. Loan application must be completed in person. (A student ID may be required).
2. Student must be enrolled in a degree granting program at TAMU-T.
3. Students who have received notification of their financial aid award at TAMU-T will be given preference when loans are issued. Priority will be given to those students with "highest need" as determined by the Federal Need-Analysis.
4. An Admissions Application and all required official transcripts must be on file and evaluated in the Admissions Office prior to receipt of an emergency loan.
5. A minimum GPA of 2.00 for undergraduates and professional students and a 3.00 for graduate students is required to establish eligibility.
6. A student may not be on academic or disciplinary probation.
7. The maximum loan amount per student may not exceed \$200, however, the student may not receive an emergency book loan that exceeds their documented book costs. (Loan amounts will be rounded down to the nearest dollar).
8. The student may receive only ONE emergency book loan while attending TAMU-T unless unexpended funds are available.
9. The student may submit an itemized and signed statement from a designated employee of the book store reflecting expected book costs for that semester.

10. Each loan will bear a 5% per annum fee that is due on the date the loan is issued to the student. The emergency book loan must be repaid within 60 days from the first class day for the Fall or Spring semester or within the first 10 class days if made for summer term.
11. A promissory note will be considered delinquent if not paid in full by the original due date. In the event the loan becomes delinquent, the Registrar's Office will withhold the student's official transcript, diploma, and credit hours until the debt is discharged. In addition, the student will be prohibited from registering for classes until full payment has been made. The borrower will be responsible for all attorney's fees, late payment penalties, and collection charges incurred in the recovery of debt.

Vocational Rehabilitation

The Texas and Arkansas Rehabilitation Commissions offer assistance for tuition and required fees to students who are physically or otherwise challenged, provided the vocational objective selected by the unusually challenged person has been approved by an appropriate representative of the Commission. Through these state agencies, other rehabilitation services are available to assist students in becoming employable. Application for this type of assistance should be made to the nearest Rehabilitation Office.

GRANTS AND LOANS

Note: All students must demonstrate Satisfactory Academic Progress to qualify for any of the following programs. Graduate Students must be completing requirements for "Admission to Graduate Degree Program" to receive financial aid. Financial Aid is available for the Fall, Spring, and Summer (excluding mini-terms).

Federal Pell Grant

For undergraduate students only. Eligibility is limited while working on the first bachelor's degree. Based on FAFSA.

Federal Supplemental Educational Opportunity Grant

For students who demonstrate financial need only. Eligibility is based on the FAFSA and available funding. Students must be enrolled in a minimum of 3 semester hours.

Federal Work-Study Program (FWS)

Provides employment for students who demonstrate a financial need. Based on FAFSA. Students must be enrolled at least half time.

Federal Stafford Loans

Subsidized—Enables students with financial need to borrow directly from participating lenders, such as banks, credit

unions, savings and loan associations, etc. The current interest rate is variable and capped at 8.25% with repayment beginning six months after the student ceases to be enrolled at least half-time. The FAFSA is required.

Unsubsidized—This program has the same terms and conditions as Subsidized Stafford Loans except the borrower pays the interest during deferment and in-school periods. This program is not a need-based program, however, the FAFSA must be completed to determine eligibility.

Parent Loan for Undergraduate Students (PLUS)

A loan program in which the parent of a dependent undergraduate student borrows from a participating lender. The loan is not based on financial need. A FAFSA is not required, however, all other required financial aid documents must be submitted in order to determine loan eligibility.

Scholarships

Note: The following scholarship programs are based on the student's classification (junior, senior, graduate), as of the Fall semester. GPA and hours completed to determine eligibility will be those recorded in the Admissions Office as of March 1. All official transcripts must be on file and evaluated by the TAMU-T Admissions Office to apply for the following scholarships:

Pat and Jack Coker Endowment

- Junior or Senior
- Enrolled in 6 semester hours
- Have and maintain 3.25 cumulative GPA
- Degree-seeking (degree plan on file)
- U.S. Citizen or eligible non-citizen
- Texas, Arkansas, Louisiana or Oklahoma resident residing in TAMU-T service area
- Award is competitive annually

TEXAR Federal Credit Union Endowment

- First preference to Teachers Credit Union members
- Second preference to spouses or children of Teachers Credit Union members
- Junior, Senior or Graduate
- Enrolled in 6 semester hours (undergraduate) or 6 semester hours (graduate)
- Have and maintain 3.20 cumulative GPA (undergraduate) or 3.75 (graduate)
- Degree-seeking (degree plan on file)
- Texas, Arkansas, Louisiana or Oklahoma resident residing in TAMU-T service area
- Award is renewable if criteria maintained

Bachelor of Applied Arts & Sciences Club Endowment

- Member of BAAS Club
- Employed fulltime
- Junior or Senior
- BAAS major
- Degree-seeking (degree plan on file)

- Completed two consecutive semesters at TAMU-T
- Not enrolled in tuition reimbursement program with employer
- Enrolled in a minimum of 3 SCH at TAMU-T
- Have and maintain a TAMU-T GPA of 3.00
- U.S. citizen or eligible non-citizen
- Texas, Arkansas, Louisiana or Oklahoma resident residing in service area
- Award is competitive annually.

TAMU-T Student Vision Endowment

- Current or former TAMU-T student
- Must have completed at least 3 SCH at TAMU-T
- Undergraduate or graduate
- Must enroll in a minimum of 3 SCH at TAMU-T
- Undergraduates must have a minimum cumulative GPA of 2.00
- Graduate students must have a minimum cumulative GPA of 3.00 on all graduate coursework OR graduates with no prior graduate coursework must have a minimum cumulative GPA of 3.00 on the last 60 SCH of bachelor's coursework
- Involvement/leadership in community or student organizations or activities will be considered. Financial need will be considered based on the following income criteria: Married—student's and spouse's combined adjusted gross income (total income for non-filers) for the prior year may not exceed \$75,000
- Single Independent Student—Student's adjusted gross income (or total income for non-filers) for the prior year may not exceed \$50,000
- Single Dependent Student—Total adjusted gross income (or total income for non-filers) of student and parents for the prior year may not exceed \$75,000
- Degree-seeking or certificate seeking at TAMU-T (plan on file)
- U.S. citizen or eligible non-citizen
- Texas, Arkansas, Louisiana or Oklahoma resident residing in service area
- Award is competitive annually
- May not receive the TSVES Scholarship and another TAMU-T scholarship of equal or greater value simultaneously

**Student must submit a signed copy of previous year's income tax return. (Need based on adjusted gross income minus current IRD dependent exemption.)

Red River Business and Professional Women's Club Endowment

- Junior, Senior or Graduate
- Enrolled in 6 semester hours (undergraduate) or 6 semester hours (graduate)
- Educational goal is to plan to use training to advance, train in new career field or re-enter job market (degree/certificate plan on file)

- Have and maintain 2.80 cumulative GPA (undergraduate) or 3.80 GPA (graduate)
- Female, age 25 or older
- Texas, Arkansas, Louisiana or Oklahoma resident residing in TAMU-T service area
- Award is renewable if criteria maintained

**Student must submit a signed copy of previous year's income tax return. (Need based on adjusted gross income minus current IRS dependent exemption)

George Hammond Endowment

- Junior, Senior, or Graduate
- First preference to students age 50 or over
- Second preference to students pursuing a degree & planning to work in an occupation or service to benefit the elderly
- Enrolled in a minimum of 3 semester hours
- Undergraduates must have and maintain a 3.00 cumulative GPA
- Continuing Graduates must have and maintain a 3.00 cumulative graduate GPA
- New Transfer Graduates with no prior graduate coursework must have a 3.00 cumulative GPA on the last 60 semester hours of bachelor's degree course work.
- Degree-seeking (degree plan on file)
- Award is renewable annually

John and Peggy Moss Endowment

- Junior or Senior
- Elementary Education major with specialization in Math
- Enrolled in 6 undergraduate semester hours
- Have and maintain a cumulative undergraduate GPA of 3.00
- Degree-seeking (degree plan on file)
- Award is renewable if criteria maintained

Ron and Margaret Dudley Endowment

Business Administration

- Senior or Graduate
- Enrolled in 9 semester hours (undergraduate) or 6 semester hours (graduate)
- Majoring in Business Adm. (BBA, BS, MBA or MS)
- Have and maintain GPA of 3.25 (undergraduate) or 3.50 (graduate) in Business courses at TAMU-T
- Degree-seeking (degree plan on file)
- U. S. citizen
- Texas or Arkansas resident residing in the TAMU-T recognized service area
- Award is competitive annually & is based on faculty recommendation

Women's Involvement Fund

- Female
- Junior, Senior or Graduate
- Enrolled in 3 semester hours or more
- Have and maintain a cumulative GPA of 3.00 (undergraduate) or 3.50 (graduate) at TAMU-T
- Degree-seeking (degree plan on file)

- Texas, Arkansas, Louisiana or Oklahoma resident residing in TAMU-T service area
- U. S. citizen
- Award is competitive annually

** Student must submit a signed copy of previous years income tax return. Need based on adjusted gross income minus current IRS dependent exemption.

Harry Joseph Romer Fund

- Priority given to NEW transfer undergraduate or graduate
- Junior, Senior, or Graduate
- Enrolled in 6 semester hours (undergraduate) or 3 semester hours (graduate)
- Undergraduates must have and maintain a 3.00 cumulative GPA
- Continuing Graduates must have and maintain a 3.00 cumulative graduate GPA
- New Transfer Graduates with no prior graduate coursework must have a 3.00 cumulative GPA on the last 60 semester hours of bachelor's degree coursework.
- Degree seeking (degree plan on file)
- Must live within 100 miles of Texarkana, TX or AR.
- Award is competitive annually

Jon C. Stanley Memorial Fund

- Junior, Senior (preferred) or Graduate
- Enrolled in 9 semester hours (undergraduate) or 6 semester hours (graduate)
- Undergraduates and continuing Graduates must have and maintain a cumulative GPA of 3.00
- U. S. Citizen
- If NEW Transfer Graduates, with no prior graduate coursework, must have a minimum cumulative GPA of 3.00 on the last 60 semester hours of bachelor's degree course work.
- Degree seeking (degree plan on file)
- Texas, Arkansas, Louisiana or Oklahoma resident residing in TAMU-T service area
- Award is competitive annually

**Student must submit a signed copy of previous years income tax return. (Need based on adjusted gross income minus current IRS dependent exemption)

A. L. Markham Endowed Accounting

- Junior or Senior Accounting major
- Enrolled in 9 semester hours at TAMU-T
- Have and maintain 3.50 cumulative GPA
- Completed 6 semester hours of Accounting at TAMU-T
- Have and maintain 3.50 GPA in Accounting at TAMU-T
- No grade below "B" in Accounting courses at TAMU-T
- Degree-seeking (degree plan on file)
- Texas, Arkansas, Louisiana or Oklahoma resident residing in TAMU-T service area
- Award is renewable if criteria maintained

Grier, Reeves and Lawley, P.C. Accounting

- Junior or Senior Accounting major
- Enrolled in 12 semester hours as a Junior or 9 semester hours as a Senior
- Have and maintain a 3.50 cumulative GPA as a Junior or 3.25 GPA as a Senior
- Have and maintain 3.50 GPA in all Accounting courses at TAMU-T
- Degree-seeking (degree plan on file)
- Texas, Arkansas, Louisiana or Oklahoma resident residing in TAMU-T service area
- Personal interview by donor is requested
- Must not be the recipient of another privately funded accounting scholarship concurrently
- Award is renewable if criteria maintained

Holliday, Lemons, & Cox P.C. Accounting

- Junior or Senior Accounting major
- Enrolled in 12 semester hours at TAMU-T
- Have and maintain 3.50 cumulative GPA
- Completed 6 semester hours of Accounting at TAMU-T
- Have and maintain 3.50 GPA in Accounting at TAMU-T
- No grade below "B" in Accounting courses at TAMU-T
- Degree-seeking (degree plan on file)
- Texas, Arkansas, Louisiana or Oklahoma resident residing in TAMU-T service area
- Award is renewable if criteria maintained

Texarkana Chapter Of Certified Public Accountants/Pat Thomas Endowed Scholarship

- Junior or Senior Accounting major
- Enrolled in 6 semester hours at TAMU-T
- Have and maintain 3.50 cumulative GPA
- Completed 6 semester hours of Accounting at TAMU-T
- Have and maintain 3.50 GPA in Accounting at TAMU-T
- No grade below "B" in Accounting courses at TAMU-T
- Degree-seeking (degree plan on file)
- Texas, Arkansas, Louisiana or Oklahoma resident residing in TAMU-T service area
- Award is renewable if criteria maintained

Thomas & Thomas Accounting

- Junior or Senior Accounting major
- Enrolled in 6 semester hours at TAMU-T
- Have and maintain 3.50 cumulative GPA
- Completed 6 semester hours of Accounting at TAMU-T
- Have and maintain 3.50 GPA in Accounting at TAMU-T
- No grade below "B" in Accounting courses at TAMU-T
- Degree-seeking (degree plan on file)
- Texas, Arkansas, Louisiana or Oklahoma resident residing in TAMU-T service area
- Award is renewable if criteria maintained

Tau Alpha Lambda (Business)

- Must be active Tau Alpha Lambda Member
- Junior, Senior or Graduate
- Enrolled in 9 semester hours (undergraduate) or 6 semester hours (graduate)
- Majoring in Bus, MIS, Acct, Mgt, Fin or Mkt

- Have and maintain 3.00 cumulative GPA (undergraduate) or 3.50 GPA (graduate)
- Completed 6 semester hours in Business at TAMU-T at student's classification level
- Have and maintain 3.00 GPA in Acct, Mgt, Mkt, MIS, Eco, & Fin courses at TAMU-T (undergraduate) or 3.50 GPA (graduate)
- Degree-seeking (degree plan on file)
- Texas, Arkansas, Louisiana or Oklahoma resident residing in TAMU-T service area
- Award is competitive annually

Education Club

- Must be an active Education Club member
- Junior or Senior Education major
- Enrolled in 12 semester hours each semester as full-time student or enrolled in 9 semester hours first semester and student teaching second semester
- Have and maintain 3.75 cumulative GPA
- Completed 6 semester hours in Education at TAMU-T
- Have and maintain 3.75 GPA in Education at TAMU-T
- Degree-seeking (degree plan on file)
- Texas, Arkansas, Louisiana or Oklahoma resident residing in TAMU-T service area
- Award is competitive annually

University Historian Club

- Priority to active Historian Club members
- Junior, Senior or Graduate History major OR academic specialization or teaching field
- Enrolled in 6 semester hours (undergraduate) or 6 semester hours (graduate)
- Have and maintain 3.00 cumulative GPA (undergraduate) or 3.50 GPA (graduate)
- Completed 6 semester hours History at TAMU-T at student's classification level
- Have and maintain 3.50 GPA (undergraduate) or 3.90 GPA (graduate) in History at TAMU-T
- No grade below "B" in History courses at TAMU-T
- Degree-seeking or certificate-seeking (degree/certificate plan on file)
- Texas, Arkansas, Louisiana or Oklahoma resident residing in TAMU-T service area
- Award is renewable if criteria maintained

Multicultural Association

- Junior, Senior or Graduate
- Must be an active Multi-Cultural Association member
- Enrolled in 9 semester hours (undergraduate) or 6 semester hours (graduate)
- If undergraduate, have and maintain a 2.50 cumulative GPA, or if Graduate, maintain a 3.25 cumulative GPA
- Degree-seeking (degree plan on file)
- Texas, Arkansas, Louisiana or Oklahoma resident residing in the TAMU-T service area
- Award is competitive annually

Math Club

- Junior or Senior
- Must be an active Math Club member
- Degree/Certificate-seeking with Math as major, minor, academic specialization, or teaching field
- Enrolled in 6 undergraduate semester hours
- Have and maintain a 3.25 cumulative GPA
- Completed 6 semester hours in Math at TAMU-T
- Have and maintain a 3.00 GPA in Math at TAMU-T
- Degree/Certificate-seeking (plan on file)
- Texas, Arkansas, Louisiana or Oklahoma resident residing in the TAMU-T service area
- Award is competitive annually

English Club

- Junior or Senior
- Active English Club member
- English Major/Minor/or academic specialization
- Enrolled in 12 semester hours each semester as fulltime student or enrolled in 9 semester hours first semester and student teaching second semester
- Have and maintain a 3.25 cumulative GPA
- Completed 6 semester hours in English at TAMU-T
- Have and maintain a 3.50 GPA in English at TAMU-T
- Degree/Certificate-seeking (plan on file)
- Texas, Arkansas, Louisiana or Oklahoma resident residing in the TAMU-T service area
- Award is competitive annually

Psychology Club

- Priority to active Psychology Club members
- Junior, Senior or Graduate
- Enrolled in 9 semester hours (undergraduate) or 6 semester hours (graduate)
- Majoring in Psy, Counseling Psy, or Interdisciplinary Studies (Psychology)
- Completed 9 semester hours Psychology at TAMU-T at student's classification level
- Have and maintain 3.00 GPA (undergraduate) or 3.50 GPA (graduate) in Psychology at TAMU-T
- Have and maintain 3.00 cumulative GPA (undergraduate) or 3.50 (graduate)
- Degree-seeking (degree plan on file)
- Texas, Arkansas, Louisiana or Oklahoma resident residing in TAMU-T service area
- Award is renewable if criteria maintained

Alumni Association

- Graduate
- Enrolled in 6 graduate hours
- Have and maintain cumulative graduate GPA of 3.30
- Must be a member in good standing of TAMU-T Alumni Association
- Degree-seeking (degree plan on file) or professional improvement/advancement plan documented
- Texas, Arkansas, Louisiana or Oklahoma resident residing in TAMU-T service area
- Award is renewable if criteria maintained

Albert Loftin Endowed

- Junior or Senior
- 2-year award if criteria maintained
- First preference to students who attended Texarkana College on the Albert Loftin Scholarship
- Second preference to students who attended Texarkana College full-time and plan to complete an undergraduate degree at TAMU-T
- Enroll in 24 semester hours annually (Example: 12 Fall & 12 Spring)
- Have and maintain 3.50 cumulative GPA**
- Have and maintain 3.00 GPA each semester**
- Degree-seeking
- Texas, Arkansas, Louisiana or Oklahoma resident residing in TAMU-T service area
- Award is renewable if criteria maintained

Four States Tennis Tournament Fund

- Junior, Senior or Graduate
- Enrolled in 9 semester hours (undergraduate) or 6 semester hours (graduate)
- Have and maintain 3.75 cumulative GPA (undergraduate) or 3.90 GPA (graduate)
- Degree-seeking (degree plan on file)
- Texas, Arkansas, Louisiana or Oklahoma resident residing in TAMU-T service area
- Award is competitive annually

TAMU-T Excellence Fund

- Junior or Senior
- Priority to first-semester juniors at TAMU-T
- Enrolled 12 semester hours
- Completed 24 semester hours in previous academic year**
- New transfer students must have a minimum cumulative GPA of 3.50 on last 24 semester hours of college work
- Continuing TAMU-T students must maintain 3.50 GPA per semester at TAMU-T
- Degree-seeking (degree plan on file)
- Texas, Arkansas, Louisiana or Oklahoma resident residing in TAMU-T service area
- Award is competitive annually

Daryl Crouch Endowment

- Graduate student, Age 25 or older
- Providing financial support for child(ren) age 18 and under
- Enrolled in 6 graduate semester hours at TAMU-T
- Have and maintain 3.50 cumulative GPA
- No grade below "B" in any graduate courses at TAMU-T
- Degree-seeking (degree plan on file)
- Texas, Arkansas, Louisiana or Oklahoma resident residing in TAMU-T service area
- Award is renewable if criteria maintained

Bill Long Memorial Fund

- Junior or Senior
- Enrolled in 6 semester hours (undergraduate)
- Majoring in Business Administration
- Have and maintain 3.25 cumulative GPA (undergraduate)
- U. S. citizen
- Degree-seeking (degree plan on file)
- Award is competitive annually

Sheila Bell Scholarship

- New Transfer student-never before enrolled at TAMU-T
- Junior, Senior or Graduate
- Enrolled in 6 semester hours (undergraduate) or 3 semester hours (graduate)
- Degree-seeking or certification-seeking at TAMU-T
- U.S. citizen or eligible non-U.S. Citizen
- Undergraduates must have a minimum cumulative GPA of 2.00
- Graduates must have a cumulative GPA of 3.00 on all graduate transfer work. If no graduate coursework has been completed, student must have 2.00 on the last 60 semester hours of undergraduate coursework toward student's Bachelor's degree.
- Graduate students seeking ONLY teacher certification must have a minimum GPA of 2.00 on the last 60 semester hours of undergraduate coursework toward student's Bachelor's degree OR a 3.00 on all graduate coursework completed.
- Must not be in default on a Title IV educational loan (unless in satisfactory repayment status)
- Must not owe an overpayment on Title IV educational grant (unless in satisfactory repayment status)
- Not receiving another "merit-based" scholarship at TAMU-T simultaneously with this award
- Student's total gift-aid may not exceed 70% of need—(if also receiving need-based aid)
- Award is competitive annually

Downtown Texarkana/Wilbur Smith Rotary Club

- Junior or Senior
- Enrolled in 12 semester hours
- Preference given to prior recipients of this scholarship at Texarkana Community College
- Preference given to students who are:
 - First generation students (first member of immediate family to attend college)
 - Returning to college after an absence of five or more years
 - Single parent who is head of household
- Must have and maintain a 3.00 cumulative GPA
- Student's family members must not be members of this Rotary Club
- Student must be willing to attend one club meeting each year and speak to the club at least once each year or semester

- Primary residence is within 50 miles of Texarkana, TX or Texarkana, AR
- U.S. Citizen or permanent resident of the U.S.
- Degree-seeking (degree plan on file)
- Award is renewable if criteria maintained (two year maximum award)

Red River Council of Teachers of Mathematics/Steam

- Junior or Senior
- Majoring in Math grades 4-8 or 8-12 teaching level
- Have and maintain 3.00 cumulative GPA
- Enrolled in 6 undergraduate semester hours
- Degree-seeking (with plan)
- Award is renewable once if criteria maintained

Presidential Partners Endowment

- Junior or Senior
- Enrolled in 6 semester hours at TAMU-*Texarkana*
- Involvement/Leadership in Community or student organizations or activities
- Must have and maintain a cumulative GPA of 3.00
- U.S. Citizen or eligible non-U.S. Citizen
- Degree-seeking at TAMU-T (degree plan on file)
- Texas, Arkansas, Louisiana or Oklahoma resident residing in the TAMU-T recognized service area
- Award is competitive annually

Partnership Golf Scholarship

- Junior or Senior
- Enrolled in 6 semester hours at TAMU-*Texarkana*
- Have and maintain 3.25 cumulative GPA
- Degree-seeking (with degree plan on file)
- U.S. Citizen or eligible non-U.S. Citizen
- Texas, Arkansas, Louisiana or Oklahoma resident residing in the TAMU-T recognized service area
- Award is competitive annually

Wayne Garrison Trust Fund

- Undergraduate or Graduate
- Enrolled in 6 semester hours (undergraduate) or 3 semester hours (graduate)
- Undergraduates must have and maintain a cumulative GPA of 3.00
- Must have and maintain a cumulative GPA of 3.00
- Continuing Graduates must have and maintain a 3.00 graduate cumulative GPA
- If new Transfer Graduate, must have a minimum cumulative GPA of 3.00 or last 60 semester hours of bachelor's degree coursework.
- Degree-seeking at TAMU-T (degree plan on file)
- Primary residence within 50 miles of Texarkana, TX/AR.
- Award is competitive annually

Other University Scholarship/Grant Programs

The following Scholarship and Grant programs are "Need-Based" and do not require completion of a scholarship application form. Students must, however, complete the Free Application for Federal Student Aid (FAFSA) and other financial aid documents.

Note: In order to qualify for these programs, students must show financial need, demonstrate "Satisfactory Academic Progress", not be in default on a loan made insured, or guaranteed under the Federal or State Loan Programs, and not owe a refund on a grant received under any Federal or State Grant Program. Male students must also attest to Selective Service registration. Graduate students, pursuing a Master's degree, must be completing requirements for "Admission to a Graduate Degree Program".

Leaveraging Educational Assistance Partnership (LEAP)

- Undergraduate or Graduate
- If male, must meet draft requirements
- Enrolled in 6 semester hours (undergraduates) or 6 semester hours (graduate)
- Have and maintain 2.00 cumulative GPA (undergraduate) or 3.00 cumulative GPA (graduate)
- Texas resident or National Merit Scholarship recipient

Tuition Scholarship

- Junior, Senior or Graduate
- Enrolled in at least 3 semester hours at TAMU-T
- Have and maintain 2.00 cumulative GPA (undergraduate) or 3.00 cumulative GPA (graduate)
- Student's award may not exceed 70% of NEED in gift aid
- Texas resident or non-resident

Texas Public Ed Grant (TPEG)

- Enrolled in 6 semester hours (undergraduate) or 6 semester hours (graduate)
- Have and maintain 2.00 cumulative GPA (undergraduate) or 3.00 GPA (graduate)
- Texas resident or non-resident

Fifth -Year Accounting Scholarship

- 5th year Accounting student
- Completed 120 semester hours including 15 semester hours of accounting
- Plans to take written Texas CPA exam and has not taken the uniform CPA Exam offered by the Texas Board of Public Accountancy for the purpose of becoming a CPA.
- Enrolled in at least 6 semester hours
- Texas resident (or non-resident paying in-state tuition rate)
- Based on need, GPA, and residency
- Minimum cumulative GPA of 2.00

Student Deposit Fund

- Junior, Senior, or Graduate
- Have and maintain a cumulative GPA of 2.00 (undergraduate) or 3.00 (graduate)
- Enrolled in a minimum of 3 semester hours
- Priority may be given to students who meet one of the following: a first generation student, (1st member of immediate family to ever attend college) or be returning to school after an absence of five years or longer or single & head of household.
- Texas resident (or out-of-state resident paying in-state tuition rate)

Presidential Need-based Scholarship

- Bonafide Texas resident
- Junior or Senior pursuing first Bachelor's degree
- New transfer student or first generation student (first member of your immediate family to ever attend college)
- Enrolled in a minimum of 6 undergraduate hours at TAMU-T
- Cumulative undergraduate GPA of 2.00
- U.S. citizen or permanent resident of the U.S.
- May not receive more than 70% of need in gift aid

Teach for Texas Conditional Scholarship

- Obtain a recommendation from the dean of the college/school/or department of education
- Have a current cumulative GPA of at least 2.5 on a 4.0 scale
- Have completed at least 75 percent of the semester credit hours attempted in the most recent academic year
- Submit an application for financial aid
- Be enrolled at least 3/4 time in a approved educator certification program as a:
 - junior
 - senior
 - a renewal recipient in the final fifth year required by some institutions in order to be recommended for certification
 - a post-baccalaureate student enrolled for the first time in an educator certification program
- Enter into an agreement with the Coordinating Board committing to teach full time as a certified classroom teacher for five years at the preschool, primary, or secondary level in a public school in Texas in the person's chosen critical shortage field or in a community experiencing a critical teach shortage.
- Sign a promissory note acknowledging the conditional nature of the grant and promising to repay the grant plus interest at an annual fixed interest rate of 7 percent and other charges stated in the promissory note.

**Due to limited funding only renewal applicants who continue to fulfill the program requirements will be guaranteed awards. The following criteria are used to rank all other 1st time applicants:

- Demonstrated financial need
- Texas residents, and
- Anticipated program completion date
- Additional ranking criteria may be determined by each institution

VETERANS' ASSISTANCE

The Veterans' Affairs Office assists veterans with questions and problems regarding educational benefits. Information is available from the Office of Veterans' Affairs, Room 221.

Persons applying for veterans' benefits for the first time should bring their DD-214, and where applicable, a marriage certificate, divorce decree, and/or children's birth certificates.

VA office is open 8-5 Monday-Friday. Call 223-3066.

Note: The Veterans' Administration requires the University to report the names of those undergraduate and graduate students receiving benefits who are making unsatisfactory progress in their coursework.

For this purpose, the University defines satisfactory academic standing for undergraduate students as maintaining a 2.00 cumulative grade point average; while, the University defines satisfactory academic standing for graduate students as maintaining a 3.00 cumulative grade point average (see section on Probation/Suspension).

For reporting purposes the University officially considers a VA student as failing to make satisfactory progress when he has been placed on Probation for two consecutive semesters and/or when the veteran is placed on Suspension.

Although this report does not affect the student's enrollment at TAMU-T, the student will not be certified for enrollment until the required GPA is attained.

The Veterans' Administration requires TAMU-T to calculate a GPA for all courses fulfilling degree requirements for graduate students. For VA, an "S" will equal 3.00 and an "U" will equal 0.00.

All veterans must have and follow an official degree plan.

Note: Graduate students cannot receive benefits for more than 24 credit hours of leveling courses (required undergraduate background courses).

Hazelwood Act for Veterans

Veterans of World War I, World War II, the Korean War, the Vietnam War, the Grenada and Lebanon era, the Panama era, and the Persian Gulf War who have no remaining Veteran's Administration educational benefits may be eligible for the Hazelwood Act benefits if they were residents of Texas at the time they entered the armed forces, are now residents of Texas, served at least 180 days of active military duty (excluding training), have an honorable discharge from the service and are not in default on a federal or state loan.

Undergraduate students must apply for federal aid by completing the Federal Aid Application and submitting the results to

the Veterans Affairs Office. Students must first utilize the federal benefits for which he/she is eligible before Hazelwood benefits can be determined. A Federal Aid Application must be filed each year in order to maintain Hazelwood status. Beginning Fall 1994, no student may use Hazelwood for more than 150 semester credit hours. Applications are available in the Admissions Office.

STUDENT SERVICES

Philosophy and Objectives

The individuals responsible for these offices are committed to assisting students in their pursuit of personal and academic goals. The guiding philosophy is that higher education for the adult student requires flexibility and an appreciation of adult student characteristics on the part of the institution to assist the student in his or her pursuit of an academic career.

The academic and student services program is based on six objectives designed to provide the student with necessary aids to develop personally and professionally:

1. To provide personal and professional development programs and services for adult learners seeking to enrich their lives.
2. To provide opportunities for students with verifiable financial need to obtain the financial resources required to sustain continuous enrollment.
3. To create a degree plan for every admitted, degree-seeking student tailored to meet institutional requirements as well as each student's academic goals and objectives.
4. To provide non-degree-seeking students the opportunity of enrolling in upper level coursework for personal and/or professional enrichment.
5. To provide students with the skills and information necessary to identify, seek and attain career goals.
6. To provide extracurricular activities and experiences for students to enhance their cultural and social growth as global citizens. The objectives are implemented in all student development programs and activities which are designed to fit the TAMU-T student's profile as a commuter who works, has extended family responsibilities, is in various stages of age transitions and has diverse experiential backgrounds.

Student Support Services

Students are encouraged to contact the Office of Student and Academic Support Services if (1) you need assistance or information, (2) you are having difficulty with a particular segment of your university experience, (3) you have a concern about an issue or procedure, and (4) you have a complaint about some aspect of the University. If the matter is a responsibility of Student and Academic Support Services, every effort will be made to facilitate a resolution. If the matter is related to another area

of the University, assistance will be provided in bringing the matter to the attention of the appropriate personnel.

Student appeals and disciplinary matters are handled through the Vice President for Student & Academic Support Services as well. (See Student Code of Conduct and Grievance Procedures.)

Enrichment Opportunities

Texas A&M University-Texarkana encourages participation in institutional decision-making through active solicitation of student representatives on various standing committees and councils. Students are appointed by the President to serve as full members on the University Planning Committee, Instructional Technology Committee, and Center for Professional Development & Technology Council. The Student Affairs Council is an advisory body that makes recommendations to the President on issues affecting the student body.

Organizations, Clubs, Honor Societies

Texas A&M University-Texarkana regards student participation in student organizations and clubs as a vital way for students to become more involved in experiencing the value of group associations and affiliations.

As a commuter, the TAMU-T student spends a great deal of his time either in a classroom or studying at home. As a result the student often misses out on the kinds of learning activities normally associated with college group memberships.

It is the expressed goal of Student and Academic Support Services to encourage student involvement in clubs and to promote the creation of new organizations designed to provide new learning activities. Student organizations must adhere to policies and regulations defined in the Guidelines for Official Student Organizations. An orientation session is conducted for club officers each fall semester.

Information about specific student organizations follows:

Accounting Club

This club is open to all students interested in accounting. Club activities include a variety of field trips, speakers, and social events. Contact Dr. Joan Brumm, faculty advisor, for more information.

Bachelor of Applied Arts and Sciences Club

This club is open to BAAS majors or club associates to provide BAAS students opportunities for professional development and a forum to mentor new non-traditional students. Contact Dr. Glenda Ballard, Faculty advisor, for more information.

Biological Sciences Club

This club is open to all students who have an interest in biology. Club activities include seminars, conferences, workshops, field trips, and social events. Contact Dr. David Allard for more information.

Computer Club

The computer club is opened to all TAMU-T students who are interested in the applications of business and computer technology. Guest speakers and field trips are planned to enlighten

students on the most up-to-date and advanced systems in the business world today. Contact Dr. Charles McDonald, faculty advisor, for more information.

Counseling Club

The Counseling Club is open to all students who have an interest in the field of counseling. Club activities include guest speakers, conferences, community service projects and social events to encourage, stimulate, and maintain scholarship of the members in the field of Counseling. Contact Dr. Linda Maier for more information.

Criminal Justice Club

The Criminal Justice Club is opened to all students interested in the field of Criminal Justice. The purpose of this club is to create a social-learning atmosphere and to provide students with exposure to the professional field of Criminal Justice. Club activities include guest speakers, community service projects, field trips and social activities. Contact Ms. Mary Choate, faculty advisor, for more information.

Delta Mu Delta

The national honor society in Business Administration is open to undergraduate and graduate candidates for degrees in business administration. The purpose is to encourage higher scholarship and to recognize and reward scholastic achievement in business administration. All candidates for membership must have completed at least 50% of the work for the degree with a cumulative grade point average of .5 above a B or better in undergraduate work and .75 above a B or better in graduate school. Candidates must also be in the top 20% of the class in cumulative grades. Additional requirements may apply. Contact Dr. Patricia Humphrey for additional information.

Education Club

This organization is open to persons interested in the teaching profession. Club activities have included well-known speakers, field trips and conferences. Contact Dr. Barry Nutter for details.

English Club

Open to all students with an interest in literature and language, this club sponsors a variety of activities including field trips, speakers, and social events. Contact Dr. Tom Gandy or Dr. Doris Davis.

Kappa Delta Pi

This international honor society promotes excellence in education. Members must possess effective leadership qualities and maintain a 3.50 GPA for undergraduates and 3.75 for graduate students. Contact Dr. Judy Sander for additional information.

Marketing Club

This club provides students interested in marketing an opportunity to expand their marketing skills and knowledge through networking, interaction among students, faculty, and community. Contact Dr. Patricia Humphrey for more information.

Mass Communications Club

The Mass Communications Club is open to all students who have an interest in the field of Mass Communications. This club provides an academic, professional, and social environment related to all aspects of the communications industry. Contact Dr. Serajul Bhuiyan for more information.

Mathematics Club

This club is open to persons interested in mathematics or mathematics education. The purpose of this club is to promote the study of an interest in mathematics. Club activities include guest speakers, travel to conferences and social events. For more information contact Dr. Art Simonson, faculty advisor.

Multicultural Association

This club's objective is to promote a greater understanding and sensitivity of the various cultures within our society. Open to all students, this club sponsors a variety of activities including field trips, speakers, and social events. Contact Toney Favors for more information.

Phi Alpha Theta

This international honor society in history is for the student with a good academic record and an interest in history.

To apply for membership, a student must have completed 12 semester hours in history with a grade point average of 3.1 or better in history courses, have a 3.0 grade point average in 2/3's of all other courses, and rank in the upper 35 per cent of the class. Contact Dr. Tom Wagy for additional information.

Psi Chi

The national honor society for psychology majors or minors only, Psi Chi is open to undergraduates who rank not lower than the highest 35 percent of their class in general scholarship and must have a 3.00 GPA or better in all graduate courses including psychology. Students must have completed eight semester hours of psychology or 6 SCH and be registered in two more hours of psychology. Contact Dr. Jim Martin for more information.

Psychology Club

This club is open to all TAMU-T students who are interested in the field of psychology. The club's purpose is to provide a social-learning atmosphere for students. Club activities include guest speakers, travel to conferences, community service projects and social events. Contact Dr. Tommie Hughes, faculty advisor, for more information.

Reading Club

This organization's purpose is to promote professional awareness and provide for the common interest of future reading teachers. Club activities include guest speakers, travel to conferences and social events. Contact Dr. David Brown, faculty advisor, for more information.

Recreational Sports Club

This club is open to all students who have an interest in recreational activities. The Recreational Sports Club provides entertainment, fellowship, and recreational outlets to all stu-

dents who wish to take a break from the routines and stresses of their studies. Contact Mr. Carl Greig for more information.

Science Club for Educators

This club was organized by students interested in science and teaching fields in science. Open to all students this club provides activities such as guest speakers, annual science safari at Central Mall and social events. For more information contact Dr. David Allard, faculty advisor.

Sigma Tau Delta

The international English honor society is open to students with a GPA of 3.2 or better who have completed or are currently enrolled in two or more English courses beyond the usual freshman requirement. Members must also be English majors, minors, or the equivalent and have a GPA of 3.5 or better in all English courses. Contact Dr. Tom Gandy.

Sociology Society

This club exists to provide co-curricular and extra-curricular learning experiences for members through colloquia, symposia and activities in the discipline of sociology. Dr. George Paranjimalil, faculty advisor.

Student Council for Exceptional Children

This organization developed as a result of students interested in the field of special education. Various programs and speakers are provided at meetings. Contact Dr. Elaine Beason or Dr. Martha Harris.

Tau Alpha Lambda

A chapter of the national business fraternity, Phi Beta Lambda, is open to all TAMU-T students in good standing interested in business occupations. Student teams have won recognition at state and national levels, earning honors for the students and the university. Contact Dr. James Harbin, faculty sponsor, for information.

University Historians

This club's primary focus is to share the fun and fascination of history through activities which include trips to historical sites and the presentations of noted historians. Contact Dr. Tom Wagy, sponsor.

University Toastmasters

The Toastmasters communication and leadership program can help improve your ability to express yourself in business meetings, sales contacts, presentations, interviews, telephone conversations, and many other professional situations. Unlike a formal classroom, your Toastmasters Club assignments are self-paced and the weekly meetings are conducted by members in an atmosphere of friendly self-improvement. For details, contact Charlotte Maxwell at 223-3043.

Student Government

Student Affairs Council

The Student Affairs Council exists to (1) provide a forum wherein any matter associated with the University can be openly discussed by any student; (2) to provide students with the opportunity to collectively and formally advise the University administration and faculty about matters which directly or indirectly affect students; (3) to make recommendations to the University

administration about the expenditure of funds (collected from student service fees) for the support of programs, activities and services for students; and (4) to assist the Department of Student and Academic Support Services in planning, coordination and implementation of programs and activities for student development. The Student Affairs Council is composed of sixteen (16) members. There are one undergraduate student and one graduate student representing students from each of the four primary academic departments of the two colleges of the university (College of Arts & Sciences and Education and College of Business and Behavioral Sciences), and one student-at-large. Other members include a faculty advisor, the Student Activities Specialist, a staff member for Student and Academic Support Services appointed by the Vice President for Student and Academic Support Services (VPSASS), the administrative advisor (VPSASS), and three ex-officio members (Career and Special Services Coordinator, Coordinator for Enrollment Management and Outreach Activities, and the Administrative Secretary for Student and Academic Support).

Elections are held in March of each year to fill vacant positions. Any undergraduate or graduate student who meets the eligibility requirements is eligible to seek election as a representative. Students who wish to seek election must: (1) be enrolled or intend to enroll for nine semester credit hours during the academic year(s) of the term(s) of office, (2) be in good academic standing (as defined by the University), (3) indicate a desire, commitment and a willingness to contribute to the governance of the University, (4) be able to attend council meetings on a regular basis, (5) be willing to assist in the coordination and implementation of programs and services for students, and (6) be willing to adhere to the rules and regulations of the Student Affairs Council Bylaws and the Student Code of Conduct. Applications and copies of the Student Affairs Council By-Laws are available in the Student and Academic Support Services Office.

The monthly SAC meetings are open to the public. Minutes of each meeting are posted on the Student Activities Bulletin in Case on the first floor.

Questions concerning SAC membership or suggestions concerning the use of student activity funds may be directed to any SAC member or to the Office of Student and Academic Support Services in Room 223.

Student Activities

TAMU-T's student activity program is created through the combined efforts of the Student Affairs Council, TAMU-T clubs, Student and Academic Support Services and faculty.

The content is both educational and entertaining and occasionally involves the Texarkana area residents as well. Some of the yearly activities are listed:

1. Ebony Fashion Fair tickets bought in block and made available to TAMU-T students at a discount.
2. Perot Theatre Series tickets purchased in block annually and distributed at a discount to TAMU-T students. Performance schedules are available in Student and Academic Support Services.
3. Club trips for annual conferences that are related to the club mission statement and can help the students professionally and academically.

4. Guest speakers from all over the United States covering various current topics and issues.
5. Special foodfests during the Fall, Spring and Summer.
6. Various special events, seminars and workshops designed to aid students and community members both personally and professionally.
7. Use of Pinkerton Center for physical activity and extra-curricular events.
8. Jointly sponsored activities by TAMU-T and Texarkana Community College.
9. Leadership development programs and seminars.
10. Honors Banquet—an annual event honoring students who qualify for academic honors and special recognition.
11. Discount Cards—Local merchants give discounts or specials on food items when the Student Discount Card is presented at the time of purchase.
12. Special contests and prizes.

Alumni Affairs Program

The Office of Alumni Affairs provides services to numerous TAMU-T graduates. This office encourages a continuing affiliation of alumni with the university. The progress of TAMU-T graduates is tracked through alumni communications and surveys. The university measures its success, in part, by determining the effect of an TAMU-T degree on the careers of its alumni.

Alumni Association

Established in 1985 as an independently incorporated organization, the TAMU-T Alumni Association's mission is to serve as a liaison between the university and the community by building relationships, financial support, and recognition for graduates, faculty and staff now and in the future. The association achieves this by sponsoring Graduation Celebration, assisting with the Ring Presentation, and helping with the Graduation Reception. For more information, please call 903-223-3057.

Institutional Advancement

The Office of Institutional Advancement promotes the advancement of all aspects of TAMU-T. It works in concert with the Office of the President, the TAMU-T Alumni Association and the TAMU-T Foundation to ensure that private funding and other forms of institutional support are channeled to the appropriate university programs and projects. The development effort aims to involve community members personally with TAMU-T, to create good will relationships between the university and all its constituencies, to publicize the TAMU-T story throughout its service area, and to increase public awareness of the goals and objectives, as well as the needs, of the university.

Institutional Advancement also communicates news and events happening at the university to TAMU-T graduates, in an effort to continue affiliation of alumni with the University.

The university measures its success, in part, by determining the effect of a TAMU-T degree on the careers of its alumni.

Career Services

The Career Services Office provides help with career development at various stages of college life, including initial entry into the university, selection of relevant courses to meet educational and career goals, and the transition stage of applying skills and coursework to employment settings. Specific beneficial services include:

SIGI: A Computerized Guidance Program

A computerized guidance program is available to potential students, enrolled students, and alumni. The System of Interactive Guidance and Information (SIGI) has proven useful to the person who is either exploring occupations or confirming choices already made.

The extensive career data contained in SIGI is updated yearly, providing an excellent base upon which career decision making is made and confirmed.

SIGI is a trade name of a computer program produced by Educational Testing Services and funded here by the TAMU-T Student Affairs Council as part of the Council's mission of ensuring beneficial use of student fees.

Career Counseling

When selecting or modifying career goals, counseling may be useful in exploring the hundreds of career options with appropriate coursework at TAMU-T. Individual counseling and special workshops are offered to provide assistance in resumé design and content, interviewing skills, and job search techniques. Announcements regarding these workshops will be published in the Schedule of Classes and/or posted on various bulletin boards in the building. The Career and Special Services Coordinator, Carl Greig, is available in Room 225 of the Student and Academic Support Services Department, or you may call him at (903) 223-3062.

Credential and Referral Services

Students and alumni who are enrolled or have completed course work at TAMU-T are eligible to use employment credential and referral services. You should contact the Student and Academic Support Services Office during the academic year when a career transition is anticipated to register for services and to complete the required Authorization to Release Information form. These services are designed to aid in the transition from the academic environment to the world of work and are not intended to replace individual efforts.

Students who wish to use this service are responsible for providing necessary documents for their respective files. These documents include but are not limited to the following: resume, employment/educational references, academic transcript, certificates/diplomas/awards, performance evaluations, and other supporting documents.

The establishment and consequent use of an employment credential file is a voluntary action by the student. This service

is designed to assist in securing employment by providing a central location for credentials and an efficient means of distributing them to prospective employers.

When requested by the student, the file is duplicated and forwarded to whomever the student specifies.

Credential files are most useful when they are kept current and the student electing to use the service is responsible for updating the documents and information in his file.

Employment Referral

Students who register for services may indicate if they wish to gain preferential referral services for opportunities known to the University in their career area.

Review notices of additional employment opportunities are posted on the designated "Job Opportunities" bulletin boards on the first and second floors.

Notices of part-time and temporary job opportunities are also posted on the bulletin boards but it is not necessary to register for services to take advantage of these job opportunities.

Interested students should check the board frequently since these positions are filled quite rapidly.

Placement Records—Confidentiality

Because of the voluntary nature of the placement records, the candidate is not entitled to access any records in his/her file which contain confidential information received prior to January 1, 1975. Information received after January 1, 1975, will be designated as confidential or non-confidential by the candidate. Although records may be obtained and maintained by the candidate by the Placement Service, the release of information in the records will not be made unless a "release of information authorization" has been retained on the candidate. Credential files from other institutions, which the candidate may elect to have maintained at Texas A&M University-Texarkana, shall be obtained through written request to the former institution by the candidate. Securing those official files will be at the discretion of the placement service of that former institution, and disposition of the confidentiality or non-confidentiality of those records will be according to the basis under which those records were obtained. An "authorization to release information" form will be completed by the candidate and maintained by the Office of Career Counseling and Placement of Texas A&M University-Texarkana in the same manner in which other placement records are handled. In the case of non-designation of those records being confidential or non-confidential in nature, it will be assumed by the placement service that they were obtained on a confidential basis.

John F. Moss Library

The John F. Moss Library, named in honor of the University's founding president, is a joint facility serving both the University and Texarkana College. The attractive two story building contains more than 46,560 square feet with a seating capacity for over 300 students. The library provides comfortable lounge areas, study tables and carrels, coin-operated photocopying machines, money changer, typewriters, and student computer labs containing IBM and Macintosh computers. Special events and community projects are scheduled throughout the year.

The library contains over 170,000 books in the main collection, a collection of juvenile and young adult literature, and a curriculum library. More than 1000 serial subscriptions and 12 newspapers are currently received; older periodicals are stored in microform format, providing extensive research capabilities. The microforms area of the library contains more than 1,731,000 microfilm and microfiche items along with microform readers and coin-operated reader-printers. Computer workstations provide networked access to CD ROM databases such as Info Trac Academic Index, Cumulative Index to Nursing and Allied Health Literature, Business Periodicals Index, PsycLit and Humanities Index, etc. Special collections in this area include Western Americana Series, Allied Health Literature, Newsbank, and Social Issues Resources Series. An electronic card catalog and networked access to CD ROM databases for computer research is available for easy location of materials. A college and Scholarship Information Center is located on the first floor with information in paper, microform, and Internet format.

As a selective government document depository, the library contains more than 164,000 documents as well as selected legal titles. Documents are available in paper, CD ROM and on-loan format. Selective Texas and Arkansas State Documents are cataloged and located in the Reference collection.

A Reference Librarian is available at all times to assist in the use of extensive reference and index collections including the CD ROM databases, Phone Disc, Books in Print, Gales Biography Index, Black American History, Compton's Encyclopedia, and many other titles. On-Line database searching is available via Internet and Dialog. Library tours, bibliographic instruction, special study groups, and library orientation are available through the Reference Department.

The John F. Moss Library is a member of the AMIGOS Bibliographic Council, agent for the On-Line Computer Library Center (OCLC), a database which provides more than 24 million catalog records for on-line searching and cataloging as well as interlibrary loan usage. Interlibrary loan services are also available through the Northeast Texas Information Network Association, a unit of the Texas State Library System, and Tex-Share, a state-wide college and university resource sharing program.

Hours of Operation

Monday-Thursday	7:30 a.m.-10:00 p.m.
Friday	7:30 a.m.-5:00 p.m.
Saturday	10:00 a.m.-3:30 p.m.
Sunday	2:00 p.m.-9:00 p.m.
Spring Break	11:00 p.m.-7:00 p.m.
(Monday, Tuesday and Wednesday of Spring Break)	

Testing Center

The Testing Center is one of the university's most convenient resources for both students and faculty. The facility is located on the first floor and hours of operation are listed below.

Hours of Operation

Monday -Thursday	8:30 a.m.- 9:20 p.m.
Friday	8:30 a.m.-4:50 p.m.
	(Regular Terms)
Monday - Friday	8:30 a.m.-5:00 p.m.
	(Mini-Terms)

Procedures for Student Use of the Testing Center

In order to preserve the integrity of the Testing Center environment the following procedures must be followed:

1. To be admitted to the Testing Center the student must show a pictured I.D. which identifies him/her.
2. All personal belongings are to be placed on the shelves upon entering. Purses should be placed under the student's seat. Cell phones and pagers must be turned off, placed on vibrate or be left with Testing Center personnel. No large hats may be worn inside testing room and caps must be turned with brim backwards.
3. The cut-off time for beginning an examination is the time allowed for the test plus ten minutes before closing time.
4. Only persons taking examinations are allowed in the Center.
5. The student must tell the Testing Center staff the instructor's name, course number and section, and the number of the examination to be taken.
6. The student must sign the log sheet for the examination to be taken.
7. The student will not be allowed to leave and re-enter the Center during an examination except in the case of an extreme emergency. In this case, the examination will be marked to indicate to the instructor that the student left the room during the test.
8. If it is determined that the student is cheating, the student's examination will be taken, the instructor will be notified, and the student will be required to contact the instructor.
9. The student must take the seat assigned by Testing Center personnel.
10. Testing Center personnel will provide the student with all instructions that have been given by the instructor. Staff will not be able to answer questions about the examinations.
11. No food, beverages, or tobacco may be consumed in the Testing Center.
12. The student must provide his/her own test taking materials including #2 pencils.
13. The student must follow the instructions accompanying the examination especially regarding writing on the test.
14. The student must return the completed examination and any other materials to the window.
15. If the student experiences any problems in the Testing Center, he/she should contact the instructor immediately.

Health Services

Although there are no health services provided on campus, emergency assistance is available by contacting the University Reception Desk by dialing "0" from any University phone or by notifying any University employee. Students are encouraged to secure their own private physicians and/or utilize existing health services in the Texarkana area. Texarkana has an abundance of

health care clinics and two major hospitals. TAMU-T participates in a program which provides an optional accident and sickness insurance plan to students at a nominal cost.

This program will supplement any existing health or accident program which students may hold and will meet the needs for a 12-month period. It also includes a major medical feature for more comprehensive coverage.

Programs on a variety of health issues are offered during the year and students are encouraged to take advantage of these opportunities to gain valuable information. Events will be advertised through special mailings, posters, flyers and electronic bulletin boards.

Disability Accommodation

Students who have a request for assistance with disability accommodation are encouraged to contact Carl Greig in the Office of Student and Academic Support Services, Room 225. Accommodation requests are addressed on a case by case basis. The physical facilities of the University have been designed and modified to allow full access to disabled students.

Drug Abuse Prevention Program

TAMU-T provides drug and/or substance abuse prevention information and referral counseling services to any TAMU-T officer, employee, or student. For information, contact the Student and Academic Support Services Office, Room 227.

Personal Professional Counseling

Personal counseling is available through the Career Counselor in the Student and Academic Support Department. Referrals to outside agencies may be made as well. If students wish to avail themselves of these opportunities, contact the Student and Academic Support Services Office, Room 225.

University Newsletter

The Eagle is a university newsletter published six times yearly by the Office of Public Information and is distributed freely to the student body, alumni and members of the community interested in higher education. Articles and information for stories in *The Eagle* may be submitted to Neil Abeles, public information officer.

Building Rules**Smoke Free Buildings**

University buildings have been designated "smoke free" since 1988. All persons are expected to observe this restriction. Students who intentionally violate this rule are subject to the actions defined in the Student Code of Conduct.

Emergency Notification

When an emergency occurs which necessitates locating a student who is in class, the Admissions Office, Reception Desk, or Student and Academic Support Services should be contacted. A staff member or security personnel will determine where the student is and will take the necessary steps to contact the student. Classes which are in progress will not be interrupted unless actual emergency circumstances exist.

Reserving Space in the Building

Space must be scheduled and arrangement details provided 72 hours in advance of the event to provide time for approval and set-ups. Space is scheduled on a priority basis. In a series of reservations, a group cannot be assured of the same place for each meeting.

Priority for scheduling purposes is as follows:

1. Regular classes and events scheduled by instructional units of the University.
2. University approved organizations.
3. University affiliated groups and professional educational organizations (sponsored by an administrative unit of the University, faculty, or administration and arrangements made by the sponsoring unit).
4. Non-University non-profit service organizations and governmental agencies providing a service to members of the community and region.
5. Non-University groups other than service organizations and governmental agencies. All priority groups scheduling space may only reserve space on a limited basis for one semester at a time and one week after the beginning of a specified semester. Space will be scheduled through the Physical Plant secretary.

In case of a conflict in the scheduling, the scheduling coordinator will attempt to reach a solution satisfactory to the parties concerned and shall make the final decision.

Cancellations of reserved space must be made no later than 48 hours in advance of the date of the event. Lack of notification may result in loss of scheduling privileges for a period of time to be determined by the Administrative Council.

Groups or individuals are responsible for:

1. Behavior of their members and guests
2. Leaving the assigned space neat and orderly
3. Notifying the switchboard/reception desk upon termination of an event
4. Damage incurred to equipment and/or facilities. Failure to adhere to these responsibilities may result in legal action, restitution of damages, disciplinary action, and loss of scheduling privileges.

Payment for services and rental charges will be made payable to Texas A&M University-Texarkana no later than 15 days after the scheduled time and upon receipt of official billing notices.

For information concerning any fees associated with reserving space/equipment contact the Physical Plant secretary.

The facilities of the University are not available for regular

services or instruction by religious organizations.

The President of the University reserves the right to refuse use of University space/equipment to any individual or group for just cause.

Bulletin Board Rules

Signs, materials and other forms of information designed for posting on University bulletin boards must receive approval from the Office of Student and Academic Support Services.

Material must be posted on bulletin boards designated for them.

Permission to Distribute or Sell on Campus

Permission for students or student organizations to distribute and/or sell materials on campus must be gained through the Office of Student and Academic Support Services.

The office's stamp must be affixed to a copy of the material sold and/or distributed for proof of official permission. The Student Affairs Council will review all that the Vice President for Student and Academic Support Services deems necessary and recommend approval or disapproval, and the applicant will be informed of the decision. Where the decision must be rendered in a time period which does not allow the SAC to meet, the VP-SASS will decide.

Persons external to the university body and university employees must apply to the Faculty Senate for permission to visit with faculty. The Faculty Senate Chairperson will present the request to the Senate, which will recommend approval or disapproval. The Chairperson will inform the applicant of the Senate's decision. This policy does not include book salesmen.

Persons external to the University body and employees must apply to the Vice President for Academic Affairs for permission to visit with administrators and/or staff.

Unauthorized Persons

Refusal of Entry, Ejection, Identification Vernon's Statutes 51.209 states:

"The governing board of a state institution of higher education or its authorized representatives may refuse to allow persons having no legitimate business to enter on property under the board's control, and may eject any undesirable person from the property on his refusal to leave peaceably on request. Identification may be required of any person on the property."

Campus Security and Safety

The University is committed to putting the safety and health of students, employees and visitors above all other priorities. Nothing is more important than a human life.

The Risk Management/Security Officer is a licensed, commissioned police officer. This office also handles all safety related matters.

In the event of an emergency, or to report any criminal activity on the TAMU-T campus, the University Reception Desk operator should be contacted either in person or by dialing "0" from any University phone. Your request for assistance will be handled immediately. The University has a mutual assistance agreement with the Texarkana College Police Department and can call the Texarkana Police Department when needed. Students are encouraged to become familiar with the Student Code of Conduct. Violations of the criminal portion of the Code of Conduct as well as all other criminal activities occurring on campus will be prosecuted through the Criminal Justice System.

The TAMU-T Risk Management/Security Office encourages students and employees to be responsible for their own security and safety as well as others while on the campus. Working together will minimize risk to the safety and security of all.

TAMU-T has had no major crimes to report over the past five-years. No arrests have been made within the past three years of violations of liquor laws, drug abuse or weapons possession.

Sex Offender Registration Information

The Federal Campus Sex Crimes Prevention Act requires institutions of higher education to advise the campus community where law enforcement agency information provided by a State concerning registered sex offenders may be obtained.

In the State of Texas, The Texas Department of Public Safety (DPS) is the statewide source of information of sex offenders required by law to register. The DPS Sex Offender Registration open record information may be obtained at the internet location: <http://records.txdps.state.tx.us/soSearch/default.cfm>

Student Housing

Although TAMU-T has no on-campus housing, the dormitory facilities of Texarkana College are available to TAMU-T students. Interested students should contact the Dean of Students Office at Texarkana College. Information regarding off-campus housing is available through the Texarkana Chamber of Commerce or the local Board of Realtors.

Student Code of Conduct

Students at Texas A&M University-Texarkana are expected to obey all federal, state, and local laws, in addition to the regulations of the University.

The University regards the following as illustrations of misconduct or violations of acceptable University conduct by individuals or groups which may result in review by the appropriate University agencies:

1. Academic dishonesty, cheating and/or plagiarism.
2. Furnishing false information to the University.
3. Forgery, alteration, unauthorized possession, or misuse of University documents records, identification cards, or existing copyright laws. This would include faculty publications and laboratory materials related to the educational process.
4. Malicious destruction, damage, unauthorized possession, or misuse of University property, including library and laboratory materials or of private property on the campus.
5. Participating in hazing, acts which are degrading or injurious, or acts in which another is held against his or her will.
6. Abuse, whether physical, mental or otherwise, of another person in the University community, including members of the administration, faculty, staff, the student body and citizens of Texarkana.
7. Possession, consumption, sale, manufacture, or furnishing of alcoholic beverages on University property.
8. Possession, consumption, sale, manufacture of illicit drugs and narcotics, including marijuana, and drug paraphernalia.
9. Disorderly conduct which occurs at any University sponsored activity whether the activity occurs on or off campus.
10. Malfeasance or misuse of elective or appointive office in a student organization
11. Possession of weapons on University property. Examples: knives, firearms, explosives, incendiary bombs, etc. Exception to this rule are licensed peace officers.
12. Violations of local, state, and federal laws which occur on campus.
13. Recurring incidents which are in violation of University policies and/or other such persistently irresponsible behavior that questions the student's serious intent to pursue an education.
14. Failure to respond to a summons by letter, telephone call or message delivered by a TAMU-T employee from the Vice President for Student and Academic Support Services concerning a matter of conduct.
15. Failure to meet financial obligations incurred by the student to the University.
16. Theft or unauthorized possession of student property, including textbooks.
17. Such other violations or policies included in official publications of the University.

Non-Academic Grievance Procedure

Students or faculty who have a grievance regarding student conduct exclusive of academic performance should bring his grievance to the attention of the Vice President for Student and Academic Support Services.

1. VP-SASS will confer with the student involved in the questionable behavior to ascertain the circumstances of the infraction.
2. After speaking with both parties involved in the disturbance, the VP-SASS may place the student on immediate disciplinary probation if the VP-SASS has determined that the student's behavior violates acceptable University conduct. Acceptable University conduct is defined as behavior compatible with University cam-

pus standards. If disclosure of a criminal nature is suspected, a representative of the University police and/or Texarkana Police Department will be contacted immediately for possible intervention.

3. When placed on disciplinary probation, the student will be notified, in writing, by the VP-SASS. If unacceptable behavior continues or recurs at a later time, a student on disciplinary probation will be considered subject to suspension immediately following a hearing. In extreme cases, a student may be placed on suspension as the result of a first infraction if the severity of the infraction warrants suspension. The decision to render a suspension will always follow a hearing to insure that the student's right of due process is protected.
4. A student who is on disciplinary probation and who continues to engage in unacceptable behavior will be summoned to a hearing prior to suspension. The Hearing Committee will be comprised of a faculty member not involved in the disturbance, a representative staff or faculty member selected by the Student Affairs Council and the VP-SASS. Persons witnessing the breach of University campus standards will be asked to present a

description. The student who is on probation must be present and may choose to bring another student enrolled in TAMU-T to the hearing with him or her. The accompanying student may attend but not participate in the hearing .

5. As a result of information brought forth in the hearing, the VP-SASS, on recommendation of the Committee, may suspend the student from the University. This suspension will be for a designated period of time.
6. Subsequent problems after readmission from suspension will be reviewed in the same manner; however, the recommendation may then be expulsion rather than a subsequent suspension.
7. The decision of the VP-SASS and the Hearing Committee may be appealed to the Vice President for Academic Affairs.
8. All records concerning the actions taken in grievance procedures will be kept on file by the VP-SASS.
9. A suspended or expelled student who has been officially withdrawn from the University will receive no refund of tuition and fees.



UNDERGRADUATE Degree Programs

Majors

Accounting
 Applied Arts and Sciences
 Biology
 Business Administration
 Criminal Justice
 English
 Finance
 General Business
 General Studies
 History
 Human Resource Management
 Interdisciplinary Studies
 International Business
 Management
 Management Information Systems
 Marketing
 Mass Communications
 Mathematics
 Nursing
 Psychology

Degrees

BBA
 BA,AS
 BS
 BS
 BSCJ
 BA,BS
 BBA
 BBA
 BGS
 BA,BS
 BBA
 BSIS
 BBA
 BBA
 BBA
 BBA
 BA, BS
 BA,BS
 BSN
 BA,BS

Minors

Accounting
 Biology
 Chemistry
 Criminal Justice
 Finance
 English
 History
 Human Resource Management
 Interdisciplinary Studies
 International Business
 Management
 Management Information Systems
 Marketing
 Mathematics
 Psychology
 Sociology

Certifications

Early Childhood through Grade 4
 Generic Special Ed (Optional)
 Grades 4-8 with the following teaching fields:
 English Language Arts & Reading
 Math
 Science
 Social Studies
 Grades 8-12 with the following teaching fields:
 English Language Arts & Reading
 Composite Science
 History
 Life Science
 Math
 Social Studies

Majors, Minors, Certifications

A major consists of a minimum of 24 semester credit hours in subject area. The minor requires a minimum of 18 credit hours in a discipline, with the exception of the Interdisciplinary Studies minor that requires hours from more than one discipline.

Requirements for Early Childhood-grade 4 and grades 4-8 certification programs may be found in the Education section of this catalog. Teaching field requirements for grades 8-12 will be found in the Arts and Sciences section.

Bachelor's Degree

Minimum Requirements

The following list indicates minimum requirements included in all baccalaureate degree programs offered by Texas A&M University-Texarkana.

1. Specific degree program requirements with a minimum of 120-126 semester credit hours.
2. Minimum of 60 SCH transferred coursework.
3. Minimum of 54 SCH in upper-division (junior and/or senior level) courses.
4. Minimum of 30 SCH in coursework from Texas A&M University-Texarkana. These need not be the last 30 SCH taken in the degree program.
5. Minimum grade point average of 2.00 or above in all coursework, in all courses applied to the major, and in all course work taken at TAMU-T. (Students in teacher preparation programs must maintain the GPA specified by Teacher Education Program requirements. See Education.)
6. All official transcripts must be on file in the Admissions Office.
7. Application for Graduation must be filed and graduation fees paid by the date published in the Schedule of Classes.
8. Undergraduate students are required to take a Major Field Exam prior to graduation.

Note: The student is responsible for monitoring his progress toward each of the above requirements.

General Education Requirements

The general education requirements are composed of freshman and sophomore level courses which provide academic background for advanced study. Also included are core curriculum areas (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 a baccalaureate degree. Some requirements are specific to the chosen degree program.

In accordance with Texas Education Code, Chapter 61, Chapter S, each general academic institution shall design and implement a core curriculum, including specific courses composing the curriculum, of no less than 42 lower-division semester credit hours. The following Core Curriculum is required by TAMU-T:

Core Curriculum

- Engl 1301 Composition & Rhetoric I
- Engl 1302 Composition & Rhetoric II

3 SCH from:

- Engl 2322 British Literature I
- Engl 2323 British Literature II
- Engl 2327 American Literature I
- Engl 2328 American Literature II
- Engl 2332 World Literature I
- Engl 2333 World Literature II
(3 sch World Literature required for English Majors)

- Hist 1301 History of U.S. to 1877
- Hist 1302 History of U.S. from 1877
- Govt 2305 United States Government
- Govt 2306 State and Local Government

3 SCH from:

Psychology, Sociology, Geography, Economics (see individual degree for specific course requirements)

3 SCH Math:

College Algebra or equivalent or above (see individual degree for specific requirements)

3 SCH from:

- Arts 1301 Art Appreciation
- Arts 1303 Art History Survey I
- Arts 1313 Foundations of Art
- Musi 1301 Fundamentals of Music
- Musi 1306 Music Appreciation
- Musi 1308 Music Literature I
- Dram 1310 Introduction to the Theatre
(See individual degree for specific requirements)

3 SCH from:

- Spch 1315 Public Speaking I
- Spch 1321 Business and Professional Speech

6-8 SCH from:

Biology, Chemistry, Geology, Physics, Physical Science (see individual degree for specific course requirements)

- Bcis 1305 Business Computer Application
or
- Cosc 1301 Introduction to Computer Science

Total Core Curriculum: 42 SCH

History and Government Substitutions

All state supported higher education institutions are required by state statute to include 6 SCH of US History and 6 SCH of U.S. and Texas government in the undergraduate curriculum. However, a three (3) SCH course in Texas History may substitute for 3 SCH of U.S. History.

Language Requirement for BA Degree

The Bachelor of Arts 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.

Degree Plans

Students are encouraged to have all official transcripts submitted to the Admissions Office as soon as possible in order to expedite the degree planning process. When all official transcripts are received, a transcript evaluation is prepared indicating the equivalency of transferred coursework. Academic Services personnel review the evaluation in terms of the student's chosen degree program. The remaining requirements are listed on the form which is mailed to the student for use as a tentative degree plan. The official degree plan is finalized and mailed to the student as soon as possible during the initial semester of enrollment. Written approval is required prior to enrollment in any course substitution. Contact Academic Services for clarification and assistance in securing approval for degree plan changes.

Second Bachelor's Degree

Students who wish to earn a second bachelor's degree must complete a minimum of 30 semester hours beyond those required for the first degree. For each subsequent bachelor's degree, a minimum of 30 semester hours is required in addition to those earned toward previous degrees. General and specific requirements for each degree must be met based on the catalog in effect at time of re-enrollment as a degree-seeking student including the 30 SCH residence requirement for each degree awarded by TAMU-Textarkana. Honors designations are not calculated for students pursuing a second bachelor's degree.

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 degree-seeking students.

If the student has not enrolled at TAMU-T during the previous five years, he must meet graduation requirements and policy statements in the catalog in effect at 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 on whether the university still offers courses listed as requirements in the older catalog.

Only with special approval may a student be allowed to graduate under the requirements of a catalog issued over five years prior to the student's date of graduation. This permission is granted in rare cases where extenuating circumstances exist and extreme hardship may result. The appropriate Dean and advisor may authorize a limited extension.

Note: The term "graduation requirements" applies to course, grade point average, 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 all requirements are met and provided the student completes all degree and certification requirements within a five year period.

Note: Any person who has completed a first degree and re-enters to seek a second baccalaureate or second master's degree must choose 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 was phased out prior to the student's re-entry.

Applying for Graduation

Degree candidates must officially apply for graduation in the Office of Admissions one term in advance of the term in which they plan to graduate. Applications must be filed no later than the date specified in the Schedule of Classes. If the student does not graduate in the term for which he applies, he must apply again and pay a reactivation fee during the subsequent term in which he intends to graduate.

Graduation Requirements

The following checklist is used by university staff to determine eligibility for graduation. Use this checklist to validate your progress.

1. Completion of specific degree program requirements as listed on valid degree plan, to include the following:
 - a. Minimum of 120-126 SCH
 - b. Minimum of 60 SCH transferred coursework
 - c. Minimum of 54 SCH in upper-division (junior/senior level) coursework
 - d. Minimum of 30 SCH in coursework from TAMU-T. These need not be the last 30 SCH taken in the de-

gree program. Non-traditional credit does not fulfill the residency requirement. (see Non-traditional Credit) Note: For Honors Graduate designation, a total of 45 SCH resident credit is required.

2. Minimum grade point average of 2.00 or above in all course work, in all courses applied to the major, and in all course work taken at TAMU-*Texarkana*. (Students in teacher preparation programs must maintain the GPA specified by Teacher Education Program requirements. See Education.)
3. Official degree plan may not be over five years old (using date indicated on official plan).
4. All "X" grades must be completed prior to graduation.
5. All undergraduate course work taken prior to graduation will be calculated in the final grade point average.
6. Complete the Application for Graduation and pay graduation fees by the date published in the Schedule of Classes. (Must file for graduation one semester prior to graduation)
7. All official transcripts must be on file in Admissions Office.
 - a. If enrolled in a course(s) at another school or by correspondence, the final grade must be called in by the instructor by the date grades are due for the semester.
 - b. Official transcripts of off-campus or correspondence coursework must be received in the Admissions Office prior to the beginning date of the subsequent semester.

Commencement Exercises

Participation in the commencement ceremony is restricted to those who have completed all graduation requirements. Commencement exercises are held in May and December of each academic year. Students completing graduation requirements in August may participate in the December ceremony. Details about the exercises are provided when the student files for graduation.

THE COLLEGE OF ARTS AND SCIENCES AND EDUCATION

Arts & Sciences Undergraduate Programs

Bachelor of Arts
Bachelor of Science
Bachelor of Applied Arts and Sciences
Bachelor of General Studies
Minors

Education Undergraduate Programs

Teacher Certification Levels
Early Childhood to Grade 4
Grade 4 to Grade 8
Grade 8 to Grade 12

Arts & Sciences Faculty

Dr. Gene Mueller, Dean
Dr. David Allard
Dr. Glenda Ballard
Dr. Serajul Bhuiyan
Dr Doris Davis
Mr. Robert Davis
Dr. Tom Gandy
Dr. Gaynell Green
Dr. Dennis Kern
Dr. Linda Maier
Dr. Chris McAllister
Dr. Patrick Ryan
Dr. Art Simonson
Dr. Tom Wagy
Dr. Lila Walker
Dr. Carr Winn

Education Faculty

Dr. Bosede Aworuwa
Dr. Elaine Beason

Dr. David Brown
Dr. Janice Early
Mr. Anson Godfrey
Dr. John Hamilton
Dr. Jauquita Hargus
Dr. Martha Harris
Dr. Jane Hastings
Dr. William Laird
Mrs. Sara Langford
Dr. Barry Nutter
Dr. Judy Sander
Dr Rosanne Stripling



ARTS AND SCIENCES

- Bachelor of Arts (B.A.) or Bachelor of Science (B.S.)
Majors: Biology, English, History, Mathematics, Mass Communications
- Bachelor of Applied Arts and Sciences (B.A.A.S.)
Major: Applied Arts and Sciences
- Bachelor of General Studies (B.G.S.)
Major: General Studies
- Minors Offered: English, Biology, Chemistry, History, Interdisciplinary Studies, Mathematics
- Certifications Grades 8-12: English Language Arts and Reading, History, Life Science, Mathematics, Science Composite, Social Studies

Programs of Study

The undergraduate degree programs in Arts and Sciences provide specialized study to prepare students for teaching, graduate study and various career opportunities and to broaden a student's knowledge, interests, and abilities. With an undergraduate degree, the graduate will possess excellent repertoires of skills and knowledge that will be useful in life.

Some of the courses required for this degree aim at improving and fine-tuning specific skills which will be required in every facet of life—job, home, social and individual activities. Other courses address interpersonal growth, communication, and composition.

In the major, you will study the most important areas of learning that contribute to your field. The courses will provide a solid background and give you the information expected of those who have majored in your area here or elsewhere in our country. Both the major and minor require courses which are considered essential and electives which allow some flexibility in choosing courses of special interest or those which complement the major.

Undergraduate students majoring in Arts and Sciences are required to take the Major Field Exam prior to graduation. See Bachelor's Degree Requirements for BA language requirement.

Bachelor's degree requirements include the following minimums: 60 SCH transfer credit, 54 SCH upper-division credit, and 30 SCH in residence course work.

Course Prerequisites

Some courses have prerequisites required. Students should review the catalog for course descriptions and become aware of these prerequisites. Students are responsible for assuring that the prerequisites are completed as required.

Core Curriculum

In Accordance with Texas Education Code, Chapter 61, Subchapter S, each general academic institution shall design and implement a core curriculum, including specific courses composing the curriculum, of no less than 42 lower-division

semester credit hours. The following Core Curriculum is required by TAMU-T:

Core Curriculum

- Engl 1301 Composition & Rhetoric I
Engl 1302 Composition & Rhetoric II

3 SCH from:

- Engl 2322 British Literature I
Engl 2323 British Literature II
Engl 2327 American Literature I
Engl 2328 American Literature II
Engl 2332 World Literature I
Engl 2333 World Literature II
(3 sch World Literature required for English Majors)

- Hist 1301 History of U.S. to 1877
Hist 1302 History of U.S. from 1877
Govt 2305 United States Government
Govt 2306 State and Local Government

3 SCH from:

- Psychology, Sociology, Geography, Economics (see individual degree for specific course requirements)

3 SCH Math:

- College Algebra or equivalent or above (see individual degree for specific requirements)

3 SCH from:

- Arts 1301 Art Appreciation
Arts 1303 Art History Survey I
Arts 1313 Foundations of Art
Musi 1301 Fundamentals of Music
Musi 1306 Music Appreciation
Musi 1308 Music Literature I
Dram 1310 Introduction to the Theatre
(See individual degree for specific requirement)

3 SCH from:

- Spch 1315 Public Speaking I
Spch 1321 Business and Professional Speech

6-8 SCH from:

- Biology, Chemistry, Geology, Physics, Physical Science (see individual degree for specific course requirements)

- Bcis 1305 Business Computer Application
or
Cosc 1301 Introduction to Computer Science

Total Core Curriculum: 42 SCH

Major: Biology

- Biol 1406 Principles of Biology I and
Biol 1407 Principles of Biology II
or

Biol	1411	Botany and
Biol	1413	Zoology
6-8	SCH	approved Biology Electives
Bsc	481	Seminar in Biology (1 SCH) (to be taken in last semester)

- 21 SCH from: Upper division Biology electives approved by Faculty Advisor.

Total hours in major: 36 SCH

Other Requirements

Phys	1401	General Physics (from Core Curriculum)
Phys	1402	General Physics (from Core Curriculum)
Math	2313	Calculus I
or	2413	Calculus I (4 SCH)
IS	495	Living in the 21st Century

Minor Requirements

Biology majors are required to include a minor in:

Interdisciplinary Studies:

Chem	1411	General Chemistry
Chem	1412	General Chemistry
Chem	2423	Organic Chemistry
Chem	2425	Organic Chemistry
Math	453	Statistics
6	SCH	Upper Division Electives outside of Major.

Total hours for degree: 131 SCH

Major: English

Eng	1301	Composition & Rhetoric I (from Core Curriculum)
Eng	1302	Composition & Rhetoric II (from Core Curriculum)
Eng	2332	World Literature (from Core Curriculum)
or	2333	World Literature
Eng	312	Shakespeare
Eng	424	History and Grammar of the English Language
Eng	441	Survey of American Literature to 1865
Eng	442	Survey of American Literature after 1865
Eng	471	Advance Survey of English Literature to 1800
Eng	472	Advance Survey of English Literature after 1800
Eng	491	Capstone in English Studies (1 SCH)

9 SCH from:

Eng	430	Images of Women in Literature
Eng	450	Studies in Genre (may repeat when topics vary)
Eng	497	Special Topics
Eng	305	Children's Literature I
or		
Eng	306	Children's Literature II (Children's Literature limited to 3 SCH in major)

Total hours in major: 37 SCH

Other Requirements

Eng	340	Advanced Expository Writing
IS	495	Living in the 21st Century

Minor:

Must choose a minor from Arts and Sciences, Behavioral Sciences or Business Administration listed in this catalog.

Total hours for degree: 126 SCH

Major: History

Hist	1301	History of U.S. to 1877 (from Core Curriculum)
Hist	1302	History of U.S. to 1877 (from Core Curriculum)
Hist	2321	Survey of World Civilization I
Hist	2322	Survey of World Civilization II
Hist	310	Ancient World
or	312	Medieval Civilization
Hist	314	Renaissance and Reformation
or	419	American Social and Intellectual History
Hist	328	Colonial and Revolutionary History
or	434	Civil War and Reconstruction
Hist	351	Europe, 1815-1920
or	352	Europe, 1920-present
Hist	407	Foundations of Modern America, 1877-1920
or	428	United States in the Twentieth Century
Hist	460	Cultural History of Texas

Total hours in major: 30 SCH

Other Requirements

IS	495	Living in the 21st Century
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Minor

Must choose a minor from Arts and Sciences, Behavioral Sciences or Business Administration listed in this catalog.

Total hours for degree: 126 SCH

Major: Math

Math	2413	Calculus with Analytic Geometry (4 SCH)
Math	2414	Calculus II (4 SCH)
Math	2415	Calculus III (4 SCH)
Math	321	College Geometry
Math	331	Discrete Mathematics
Math	334	Introduction to Abstract Algebra
Math	335	Linear algebra
Math	401	Probability and Statistics
Math	315	Differential Equations
or	426	Mathematical Problem Solving, Literature and History
Math	430	Mathematical Modeling
Math	437	Number Theory

Total hours in major: 36 SCH

Other Requirements

IS	495	Living in the 21st Century
3	SCH	Computer Programming

Minor

Must choose a minor from Arts and Sciences, Behavioral Sciences or Business Administration listed in this catalog.

Total hours for degree: 126 SCH

Major: Mass Communication

15	SCH	From:
	Comm	1307 Intro Mass Communication
	Comm	1316 News Photography I
	Comm	2305 Editing and Layout
	Comm	2309 News Editing and Copy Reading
	Comm	2311 News Gathering and Writing
	Comm	2315 News Gathering and Writing II
	Comm	305 Media Law and Ethics
	Comm	306 Broadcast News
	Comm	417 Advertising
	Comm	418 Public Relations
	Jour	310 Adv News Writing and Reporting
	Jour	311 Visual Communication
	Jour	312 Photojournalism
	Jour	410 Feature Writing
	Jour	411 Adv Editing, Layout and Design
	Jour	412 Copy Editing
	Jour	413 Gathering Information: Computer Assisted Reporting
	Jour	414 International Communication: Global Journalism
	Jour	415 News Analysis and Opinion Writing
	Jour	490 Internship in Journalism
	Jour	491 Research in Mass Communications and Journalism

Other Requirements

IS	495	Living in the 21st Century
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Minor:

Must choose a minor from Arts and Sciences, Behavioral Sciences or Business Administration listed in this catalog.

Total hours for degree: 126 SCH

Certification Programs in Secondary Education (Grades 8-12)

Requirements for admission to the Center for Professional Development and Technology (CPDT), and additional information applicable to the teacher education program, can be found in the Department of Education section of this catalog.

All students seeking teacher certification must complete the Professional Development requirements within their degree. These requirements are listed below. For more information, refer to the Department of Education section of the catalog.

Professional Development (Grades 8-12)

Ed	321	Effective Teaching and Evaluation
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Field Based Semester:

Ed	441	Classroom Management and Teaching Strategies (8-12)
ED	442	Curriculum for Grades 8-12
ED	469	Senior Seminar (1sh)

Resident Teaching Semester:

Ed	493	Resident Teaching Grades 8-12 (6sch)
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Major: Biology**Teaching Field: Life Science**

Biol	1406	Principles of Biology I (4 SCH)
Biol	1407	Principles of Biology II (4 SCH)
8	SCH	Approved Biology Electives
Chem	1411	General Chemistry (4 SCH)
Chem	1412	General Chemistry (4 SCH)
BSC	307	General Ecology
BSC	308	Invertebrate Zoology
BSC	310	Genetics
BSC	402	Cell Biology
BSC	481	Biology Seminar (1 SCH)
6	SCH	Upper Division BSC Electives

Total hours in major: 43 SCH

Other Requirements

IS	495	Living in the 21st Century
Psyc	2308	Child Psychology (from Core Curric.)
Comm	350	Adv Technological Communication
Rdg	343	Reading Beyond Primary Grades
Sped	410	Intro to Individuals With Exceptionalities

Minor: Interdisciplinary Studies

Biology majors are urged to include a minor in Interdisciplinary Studies:

Bcis	1305	Business Computer Application (From Core Curriculum)
Math	1314	College Algebra (From Core Curric.)
Math	453	Statistics
3	SCH	Speech (From Core Curric.)
6	SCH	UD Electives outside Biology

Total hours for degree: 126 SCH

Teaching Field: Composite Science

Biol	1406	Principles of Biology I (4sch)
Biol	1407	Principles of Biology II (4sch)
Geol	1403	General Physical Geology (4sch)
Geol	1404	General Historical Geology (4sch)
Chem	1411	General Chemistry I (4sch)
Chem	1412	General Chemistry II (4sch)
Chem	2423	Organic Chemistry (4sch)
Chem	2425	Organic Chemistry (4sch)
Phys	1411	Intro to Astronomy (4sch)
BSC	307	General Ecology

BSC	308	Invertebrate Zoology
BSC	310	Genetics
BSC	402	Cell Biology
BSC	481	Biology Seminar (1sch)
Chem	405	Environmental Chemistry
3	SCH	Upper Division BSC Elective

Other Requirements

Math	1314	College Algebra (From Core Curr)
Phys	1401	General Physics (4sch) (From Core Curric.)
Phys	1402	General Physics (4sch) (From Core Curric.)
Comm	350	Advanced Technological Commun
IS	495	Living in the 21st Century
Math	453	Statistics
	or	430 Mathematical Modeling
Rdg	343	Reading Beyond Primary
Sped	410	Intro Individuals with Except.

Total hours for degree: 133 SCH**Major: English****Teaching Field: English Language Arts and Reading**

Engl	2332	World Literature I (Core Curric.)
Engl	2333	World Literature II
3	SCH	Speech (From Core Curric.)
Comm	2311	Newswriting & Reporting I
Eng	312	Shakespeare
Eng	424	Hist & Grammar of EngLanguage
Eng	340	Advanced Expository Writing
Eng	441	Adv Survey of American Lit I
Eng	442	Adv Survey of American Lit II
Eng	471	Adv Survey of British Lit I
Eng	472	Adv Survey of British Lit II
Eng	450	Studies in Genre
Eng	491	Capstone in English Studies (1 SCH)
6	SCH	UD English Electives (excluding Eng 305, Children's Lit I)
Jour	310	Adv Newswriting and Reporting
Jour	311	Editing Layout and Design
Rdg	340	Overview & Strategies I
Rdg	343	Reading Beyond Primary Grades
Rdg	344	Reading Comprehension

Other Requirements

Comm	350	Adv Technological Communications
Phys	1415	Physical Science I
Psyc	2308	Child Development
Sped	410	Intro to Individuals with Exceptionalities
3	SCH	Fine Arts from Musi or Art

Total hours for degree: 131 SCH**Major: History****Teaching Field: History**

Hist	1301	History of the U.S. to 1877 (from Core Curric.)
Hist	1302	History of the U.S. from 1877 (from Core Curric.)
Hist	2321	World Civilization I
Hist	2322	World Civilization II
Hist	310	The Ancient World
	or	312 Medieval Civilization
Hist	328	Colonial & Revolutionary America
	or	434 Civil War & Reconstruction 1850-1877
Hist	351	Europe 1815-1920
	or	352 Europe 1920-present
Hist	314	Renaissance & Reformation
Hist	419	American Social & Intellectual History
Hist	428	U.S. in Twentieth Century
Hist	460	Cultural History of Texas
Hist	470	20th Century Asia
Hist	481	Senior Seminar (1sch)

Other Requirements

Geog	1303	World Regional Geography (from Core Curric.)
Math	1314	College Algebra (from Core Curric.)
Phys	1415	Physical Science I (4sch)
Psyc	2308	Child Psychology
Comm	350	Advanced Technological Communication
IS	495	Living in the 21st Century
Rdg	343	Reading Beyond Primary Grades
Sped	410	Intro to Individuals with Exceptionalities

Minor Requirements

Must choose a minor from Arts and Sciences, Behavioral Sciences, or Business Administration listed in this catalog.

Total hours for degree: 126 SCH**Note:** Minor does not constitute a teaching field.**Teaching Field: Social Studies**

Econ	2301	Principles of Economics I (Macro)
Econ	2302	Principles of Economics II (Micro)
Geog	1303	World Regional Geography (from Core Curric.)
Govt	2305	American Government (from Core Curric.)
Govt	2306	State & Federal Government (from Core Curric.)
Hist	2321	World Civilization
	or	2322 World Civilization II
Hist	310	The Ancient World
Hist	312	Medieval Civilization
Hist	314	Renaissance & Reformation

Hist	328	Colonial & Revolutionary America
Hist	351	Europe 1815-1920
Hist	352	Europe 1920-present
Hist	419	American Social & Intellectual History
Hist	428	U.S. in Twentieth Century
Hist	434	Civil War & Reconstruction 1850-1877
Hist	460	Cultural History of Texas
Hist	470	20th Century Asia
Hist	480	Senior Seminar (1sch)
Geog	413	Cultural Geography

Other Requirements

Math	1314	College Algebra (from Core Curr)
Phys	1415	Physical Science I
Rdg	343	Reading Beyond Primary Grades
Psyc	2308	Child Psychology (from Core Curr)
Comm	350	Advanced Technological Communication
IS	495	Living in the 21st Century
Sped	410	Intro to Individual with Exceptionalities

Total hours for degree: 131 SCH

Major: Math**Teaching Field: Math**

Math	2313	Calculus I
or	2413	Calculus I (4sch)
Math	2314	Calculus II
or	2414	Calculus II (4sch)
Math	2315	Calculus III
or	2415	Calculus III (4sch)
Math	2316	Calculus IV
		(required if Math 2315 taken)
Math	321	Modern Geometry
Math	331	Discrete Math
Math	334	Intro to Abstract Algebra
Math	335	Linear Algebra
Math	401	Probability & Statistics
Math	426	Problem Solving, Literature and History
Math	430	Mathematical Modeling
Math	437	Number Theory

Other Requirements

Phys	1415	Physical Science I
Psyc	2308	Child Psychology (from Core Curric.)
Comm	350	Advanced Technological Communication
IS	495	Living in the 21st Century
Sped	410	Intro to Individuals with Exceptionalities

Minor: Interdisciplinary Studies

Math majors with secondary education are required to include a minor in Interdisciplinary Studies.

3	SCH	Computer Programming
3	SCH	Speech (from Core Curric.)
Geog	1303	World Regional Geography
		(from Core Curric.)

Rdg	343	Reading Beyond Primary Grades
6	SCH	Upper Division Electives Outside Major

Total hours for degree: 126 SCH

See Education section for Major and Teaching Field requirements for grades 4-8 Elementary Education Programs

Degree: Bachelor of Applied Arts and Sciences

Major: Applied Arts and Sciences

The Bachelor of Applied Arts and Sciences is an accelerated, non-traditional degree program designed to offer adult students an opportunity to have prior learning experiences assessed for college credit. Prior learning may have occurred through the student's occupations, formal training received in a non-college setting such as business and industry, and/or military training. The BAAS program also accepts transfer credit from accredited institutions and the U.S. military.

Applicants to the BAAS program must have a minimum of five years work experience in a field and a minimum of 15 semester college hours and be TASP except or TASP complete. BAAS students applying for non-traditional credit evaluation must enroll in PSY 390, Psychology of Work, to develop a portfolio documenting college-level experiential learning. Credit is awarded for documented learning, not for experience. The portfolio must be completed within the required time frame to receive the credit award.

For non-collegiate credit, three primary categories are considered:

- 1. Work/Life:** Students may apply for a maximum of 24 semester credit hours of college credit based on prior learning experiences acquired through their occupation. The portfolio process (in conjunction with PSY 390) will assist students in identifying and verifying such learning to be presented for credit. Students should possess adequate writing skills that will enable them to develop a portfolio of sufficient depth and quality to be assessed for college-level credit. Credit for the portfolio is awarded in a "block" of semester credit hours based on the student's vocational-occupational specialization. The major of the degree plan is Applied Arts and Sciences. An official degree plan is issued after the portfolio is evaluated and credit is awarded. Students may not complete the portfolio and graduate within the same semester without permission of the Coordinator of the BAAS program.
- 2. Non-Collegiate:** Students may apply for a maximum of 30 SCH of college credit in this category which includes job-specific training of 40+ contact hours, military training, and courses evaluated by the American Council on Education.
- 3. Credit by Exam and Correspondence:** Students may earn a maximum of 18 through examination or correspon-

dence courses from accredited institutions. Credit by Exam includes such programs as College Level Examination Program (CLEP), Advanced Placement (AP), and College Entrance Examination Board (CEEB). All alternative course work must be approved by the Coordinator of the BAAS degree program.

Regardless of the number of semester credit hours awarded as non-traditional credit, students must complete a minimum of 30 SCH in residence coursework at Texas A&M University-Texarkana. Residency hours cannot be awarded by non-traditional means. BAAS students must also complete a minimum of 54 upper division hours and 60 hours from a senior level institution in order to qualify for graduation.

Prior learning credits are not transferable to other institutions or other degree programs nor does Texas A&M University-Texarkana accept portfolio credits granted elsewhere.

Note: Non-traditional credit will not count toward the residency requirement for graduation or honors designation. Students who wish honors designation must complete 45 resident hours.

General Education Requirements

See Core Curriculum on page 48.

Major: Applied Arts & Sciences (48-60 SCH-dependent upon experiential credit award)

Occupational-Vocational Specialization

All non-traditional credit awarded is applied in this category on the degree plan. Portfolio credit is awarded in an even distribution between upper and lower division credit. Posting of non-traditional credit has no effect on cumulative grade point average.

Professional Development Sequence

Professional Development sequences for BAAS degrees are interdisciplinary and individualized to the student's needs. All BAAS professional development sequences must be from three academic disciplines (to include no more than 9 SCH from any one discipline), or an approved Interdisciplinary Program.

The initial required course for BAAS students is:

IS 390 Psychology of Work

Professional Development Sequence Examples: Behavioral Science

A minimum of 24 SCH (18 must be upper division) from the following academic disciplines:

Criminal Justice
Psychology
Sociology

Liberal Arts

A minimum of 24 SCH (18 must be upper division) from up to three of the following academic disciplines:

Communication
English
History
Journalism
Math

Science

A minimum of 24 SCH in science courses, of which 18 must be upper division with approval from Science Faculty.

Administrative Leadership

IS	410	Foundations of Leadership
IS	415	Organizational Leadership
12-18	SCH	from the following
Comm	350	Advanced Technological Communication
Comm	418	Intro to Public Relations
Mgt	321	Organizational Behavior
Mgt	395	Principles of Management
Mgt	495	Human Resource Management
Mkt	363	Marketing
Psci	331	Intro to Public Administration and Leadership
Psci	426	Civil Rights/Civil Liberties
Psci	427	Public Law: Federal & State
Psci	428	Intergovernmental Politics
Psy	404	Industrial Psychology
Soc	380	Ethnic & Cultural Minorities

Public Administration

Psci	331	Intro to Public Administration and Leadership
Psci	426	Civil Rights/Civil Liberties
Psci	490	Internship (6SCH)
6-12	SCH	from:
Comm	418	Public Relations
Mgt	321	Organizational Behavior
Mgt	395	Principles of Management
Mgt	495	Human Resource Management
Psci	427	Public Law: Federal & State
Psci	428	Intergovernmental Politics

Other Requirements

IS 495 Living in the 21st Century

Total hours for degree: 126 SCH

Degree: Bachelor of General Studies Major: General Studies

The purpose of this degree is to offer a wide perspective and broader learning experience than is provided by traditional undergraduate degrees which require a major in a specific subject.

The degree serves students who seek a flexible degree program and who do not wish to pursue a highly structured traditional degree program. It permits students to plan, with advisement, an individualized program with access to a wide range of academic disciplines and fields of professional study.

As an interdisciplinary program, the degree accommodates two student populations:

1. Those who have already gained experience in life and working situations and wish to develop a degree program to meet professional or personal goals where traditional baccalaureate degree programs do not exist;
2. Students who wish to pursue a liberal arts education without desiring a particular professional area. Students who elect this degree construct, in consultation with a faculty advisor from their area of concentration, individually designed Coordinated Career Sequences. This unique sequence of courses from a variety of disciplines provides students with new knowledge and skills suited to special career or personal interests.

Major: General Studies

Coordinated Career Sequence (42 SCH)

- | | | |
|----|-----|---|
| 18 | SCH | One area (12 SCH Upper-division) |
| 24 | SCH | Two or more other areas (15 SCH upper-division) |

The coordinated career sequences below are **examples only**:

Liberal Arts Sequence

This coordinated career sequence is suggested to students who wish to pursue knowledge in a variety of disciplines. The student and his adviser will construct a sequence that will encompass a broad range of disciplines. Usually the student will select an 18 SCH area of primary interest and select courses from other disciplines to constitute 24 SCH. An example of the options are: 18 SCH in one of these areas—English, History, Psychology, Sociology and 24 SCH in a combination of areas excluding the area of concentration. The areas of Business Administration and Math could also be included.

Human Services Career Sequence

This career sequence would be based primarily in psychology and other social science courses and could include management courses. It would be intended primarily for those currently employed in some area of human services where a specialized degree such as Counseling or Social Work is not a requirement. It would also serve as an entry-level degree for agencies where a specialized degree is not required.

Note: Business may not be used as an Area of Concentration for the BGS degree program.

General Education Requirements

See Core Curriculum on page 48.

Other Requirements

- | | | |
|----|-----|----------------------------|
| IS | 495 | Living in the 21st Century |
|----|-----|----------------------------|

Bachelor's degree requirements include the following minimums: 60 SCH transfer credit, 60 SCH from a senior level institution (54 of which must be upper-division), and 30 SCH in residence coursework. All undergraduate students majoring in Arts & Sciences are required to take the Major Field Exam prior to graduation.

Electives

Enough electives to total 126 SCH.

Arts and Science Minors

Biology Minor (18 SCH)

Biol	1406	Principles of Biology I (4 SCH)
Biol	1407	Principles of Biology II (4 SCH)
9	SCH	Upper-level BSC courses
Bsc	481	Seminar in Biology (1 SCH) (To be taken in last semester)

Chemistry Minor (21 SCH)

Chem	1411	General Chemistry I (4 SCH)
Chem	1412	General Chemistry II (4 SCH)
Chem	2423	Organic Chemistry I (4 SCH)
Chem	2525	Organic Chemistry II (4 SCH)
Chem	405	Environmental Chemistry
Chem	410	Biochemistry I
Chem	411	Biochemistry II

English Minor (18 SCH)

Engl	1301	Composition and Rhetoric (from Core Curriculum)
Engl	1302	Composition and Rhetoric (from Core Curriculum)
3	SCH	Literature (from Core Curriculum)
Engl	441	Advanced Survey of American Lit I
or	442	Advanced Survey of American Lit II
Engl	471	Advanced Survey of British Lit I
or	472	Advanced Survey of British Lit II
3	SCH	Upper-division approved English elective

History Minor (18 SCH)

Hist	1301	History of U.S. to 1877 (from Core Curriculum)
Hist	1302	History of U.S. from 1877 (from Core Curriculum)
12	SCH	Upper-division History electives

Interdisciplinary Studies Minor (18)

(18 SCH from at least two fields)		
9	SCH	Lower-division courses outside major
9	SCH	Upper-division courses outside major

Math Minor (21 SCH)

Math	2413	Calculus with Analytic Geometry (4 SCH)
Math	2414	Calculus II (4 SCH)
Math	2415	Calculus III (4 SCH)
9	SCH	Upper-division approved electives in Mathematics (excluding 340, 350, 351 and 426)

EDUCATION

Bachelor of Science (B.S.I.S.)

Major: Interdisciplinary Studies

Certification: Early Childhood—Grades 4—8

Bachelor of Arts (B.A.) or Bachelor of Science (B.S.)

Majors: Biology, English, History, Mathematics

Certification: Grades 8-12 and Grades 4-8

(Requirements for secondary education (8-12)

are located in the Department of Arts and Science section of the catalog)

Note: The baccalaureate degree, BSIS, is offered through the Department of Arts and Sciences, while certification is granted through the Department of Education.

Certification

Teacher education programs provide students access to quality educational opportunities in both undergraduate and graduate course work. We have excellent programs in Early Childhood through grade 4, middle school, and secondary education. Most all education courses have a field-based component, affording students opportunities to learn about the teaching profession first hand.

Teacher Certificates

Teacher certificates are issued by the State Board for Educator Certification after recommendation by the university. This recommendation includes verification of completion of a state approved program in teacher preparation and a statement affirming the applicant's academic, moral, physical and Psychological fitness for services as a teacher.

The following screening procedure provides a systematic and intensive appraisal of those who choose to become teachers. Because teachers affect the lives of so many children, the personal characteristics of teacher certification candidates will be considered carefully when applying for admission to the Center for Professional Development and Technology (CPDT). The candidate will be evaluated in terms of quality of scholarship, personal and social fitness, physical and mental health, and employment potential.

The Teacher Preparation Committee (TPC) may require a personal interview for screening purposes. The committee and the student's advisor may request that the student take the Minnesota Teacher Attitude Inventory and/or the Minnesota Multiphasic Personality Inventory. If scores on either of these exams indicate the likelihood of failure as a teacher, the student may be counseled to change majors.

Center for Professional Development and Technology (CPDT)

The Center for Professional Development and Technology (CPDT) is the university's field-based teacher preparation program. The CPDT is a program wherein a collaboration with university faculty, teachers, students, administrators, independent school districts and various other entities come together to provide students with innovative approaches to improve student learning and prepare students for a successful career in the teaching profession.

Admission Requirements

1. Satisfactory scores on the Texas Academic Skills Program. Test (TASP). All students who are entering a certificate program, must successfully complete all three parts of the TASP test prior to enrolling in any Education courses. The test consists of reading, mathematics and writing components. Minimum required scores are: Math 230, Reading 240, and Writing 220. If unable to pass all three parts of the TASP, the student may retake the failed portion at the next scheduled administration. There is no limit on the number of times one can retake. The test is administered at Texarkana College on Saturday mornings five times per year. TASP registration booklets, available in the Office of Teacher Certification, Room 206, provide exact information on test dates and registration deadlines. Students should contact the TC Counseling Center for additional information. Study Guides are available for purchase at the Texarkana College Bookstore.
Note: Students may not enroll in Education courses until all parts of the TASP are successfully passed. TAMU-T is a test site for the Quick TASP. Contact the Testing Center for test dates.
2. Attend the Education Seminar in the first semester of enrollment. All students, undergraduate and graduate, seeking an initial teaching certificate must attend one session of the Education Seminar during their first semester of enrollment. Details of the seminars appear in the Schedule of Classes each semester. During the seminar, information will be provided which explains what students should expect from the Teacher Preparation Program and what the College of Education expects from students.
Note: Failure to attend the seminar will delay admission to the CPDT program and may delay resident teaching and graduation.
3. Meet with a faculty advisor during the first semester of enrollment.
4. Overall grade point average (GPA) of 2.60.
5. Teaching field/specialization GPA or 2.60 or higher and no grade below C.
6. Completion of Ed 321, Special Ed 410 with no grade below B.
7. Education courses may be repeated one time only.
8. Positive recommendation from instructors of Education, Special Education and Reading courses.

Field-Based Semester:

1. The semester preceding Resident Teaching students must register for appropriate Field-Based courses.
2. During Field-Based semester students must apply for Resident Teaching for the following semester. Deadlines for applications are March 1 for Fall placement and October 1 for Spring placement.
3. A positive reference from a faculty member in the chosen teaching field or specialization.
4. Achieve a 2.60 cumulative GPA in teaching field or specialization.

Residency Requirements:

1. Required GPA maintained.
2. Students must register for appropriate Resident Teaching courses.
3. A successful interview with university and school district representatives.
4. Successful Completion of field-based semester.

Completion Requirements:

1. To ensure retention in the CPDT program, the student must maintain a 2.60 GPA. A student performance review can be requested by either the University or public school personnel.
2. A student may be withdrawn from the residency upon recommendation of the student's field-based instructional leadership team (ILT). This withdrawal from residency will result in the student no longer being retained in the CPDT program.
3. The Teacher Preparation Committee reserves the right to separate from a degree/certificate program a student who appears unlikely to succeed professionally, regardless of grades earned and other requirements which have been successfully completed.

Criminal Records Search

A criminal records search by the State Board for Educator Certification is required by the State Board of Education. The Agency must conduct a search of all certification applicants for criminal felony and misdemeanor convictions through the Department of Public Safety, in accordance with Article 6252-13C, Texas Civil Statutes.

The Commissioner of Education may suspend or revoke a teaching certificate, or refuse to issue a teaching certificate, for a person who has been convicted of a felony or misdemeanor for a crime which directly relates to the duties and responsibilities of the teaching profession.

Health Certificate

Several courses in the Education curriculum require participation in public school classrooms. Upon initial contact with the public schools, the student must provide a current negative tuberculin skin test to the appropriate school administrator.

Texas Examinations of Educator Standards (TEXES)

The State of Texas requires applicants seeking initial, professional, and administrator certificates to pass a competency exam in professional development and area or field.

The TEXES is administered each semester and must be taken during students' last semester. (Exception: If all course work will be completed in a summer semester, one may take the TEXES in the Spring semester.) The State Board for Educator Certification has implemented a closed registration process for TEXES exams. As a result, TAMU-T is required to determine the eligibility of students who request an TEXES application. Only candidates authorized by TAMU-T will be allowed to register and test. To register, each candidate will be required to obtain a barcode label and affix it to his or her registration form. Candidates will obtain the barcode labels from the Teacher Certification Office after eligibility has been determined.

TAMU-T is a testing site for the TEXES exam. Registration booklets are available in the Office of Teacher Certification, Room 206. Study guides may be found on the SBEC web site: www.sbec.state.tx.us.

Scores are set by the Texas State Board of Education based on recommendations from panels of Texas public school educators and college and university educators. The passing score is designed to reflect the minimum level of content knowledge required for effective performance in Texas schools. (Scores are subject to change)

Application for Certificate

Applications for teaching certificates are online on the State Board for Educator Certification (SBEC) website. When students have completed requirements, including applicable testing, they will log on to SBEC's web page, www.sbec.state.tx.us and follow the directions for applying for their certificates. TAMU-T will respond to the online applications and complete the appropriate recommendations. The certificate fee at this time is \$75, which students must mail to SBEC with a remittance form they will print when submitting the online application.

For questions and/or additional information, students may contact the Teacher Certification Office, room 206.

**Degree: Bachelor of Science in Interdisciplinary Studies
Major: Interdisciplinary Studies****General Education for EC-4**

(Includes Core Curriculum)

Engl	1301	Comp & Rhet I
Engl	1302	Comp & Rhet II
3	SCH	Literature
Hist	1301	U.S. Hist Pre Civ War

Hist	1302	U.S. Hist Post Civ War
Govt	2305	American Govt
Govt	2306	State & Local Govt
Biol	1404	Intro to Life Sciences I (4sh)
Biol	1405	Intro to Life Sciences II (4sh)
Geog	1303	World Regional Geography
Math	1314	College Algebra
Math	1350	Fundamentals of Math I
Beis	1305	Business Computer Applications
or		
Cosc	1301	Introduction to Computer Science
Musi	1300	Fundamentals of Music
or		
Musi	1301	Music Education
Spch	1315	Public Speaking
or		
Spch	1321	Business/Prof Speaking
Phed	2301	Introduction to Holistic Health

Early Childhood to Grade 4

Professional Development (EC-4)

Ed	321	Effective Teaching & Evaluation
Ed	403	Curriculum for EC-4

Field Based Semester:

Ed	485	Methods for EC-6 (6sch)
Ed	469	Senior Seminar (1sch)

Resident Teaching Semester:

Sped	416	Behavior Management & Motivation
Sped	418	Inclusion Strategies & Techniques
Ed	491	Resident Teaching EC-4 (6sch)

Major Requirements (52 sch)

3	SCH	Literature (from Core Curric.)
Hist	2321	World Civilization I
or	2322	World Civilization II
Govt	2305	American Government (from Core Curric.)
Govt	2306	State & Local Government (from Core Curric.)
Math	1314	College Algebra (from Core Curric.)
Math	1350	Fundamentals of Math I
Phys	1415	Physical Science I (4sch)
Art	369	Principles & Elements of Art
Eng	305	Children's Literature
Eng	333	Advanced Composition
Hist	460	Cultural History of Texas
Math	350	Concepts of Measurement & Data Interpretation
Math	351	Concepts of Geometry
Rdg	342	Reading Diagnostics
Rdg	344	Reading Comprehension

Additional Requirements (EC-4)

Comm	350	Advanced Technological Communication
Psyc	2308	Child Psychology

Ed	401	Early Childhood Education
Rdg	340	Overview & Strategies I
Rdg	341	Overview & Strategies II
Rdg	346	Word Recognition
Sped	410	Intro to Individuals with Exceptionalities
IS	495	Living in the 21st Century

Total hours for degree: 130 SCH

Generic Special Education

The State Board for Educator Certification (SBEC) is currently in the process of revising the standards for Special Education certification.

For the present time, TAMU-T students may include Special Education certification by completing the following courses in conjunction with their Early Childhood-grade 4 degree plan:

Sped	415	Teaching Students with Moderate to Severe Disabilities
Sped	417	Assessment & Evaluation Special Needs Students

For additional information contact the Teacher Certification Office or Special Education Advisors in the College of Education.

Grades 4 through 8

Degree programs offered for grades 4-8 include the following:

English Language Arts & Reading and Social Studies (BSIS)
Math and Science (BSIS)
English Language Arts & Reading (BS)
Math (BS)
Science (BSIS)
Social Studies (BS)

Note: These are Arts and Sciences degree majors. Students must have an advisor in the majors (e.g. mathematics). See Arts and Sciences section.

General Education for Grades 4-8

(Includes Core Curriculum)

EngI	1301	Comp & Rhet I
EngI	1302	Comp & Rhet II
3	SCH	Literature (World Literature required for English majors)
Hist	1301	U.S. Hist Pre Civ War
Hist	1302	U.S. Hist Post Civ War
Govt	2305	American Govt
Govt	2306	State & Local Govt
Biol	1404	Intro to Life Sciences I (4 SCH)
Biol	1405	Intro to Life Sciences II (4 SCH)
Phys	1415	Physical Science I (4 SCH)
3	SCH	From Psychology or Geography (see Major for specific requirement)

Math	1314	College Algebra
Math	1350	Fundamentals of Math I
Math	1351	Fundamentals of Math II
Bcis	1305	Business Computer Application
		or
Cosc	1301	Introduction to Computer Science
3	SCH	Fine Arts from Art or Music
Spch	1315	Public Speaking
		or
Spch	1321	Business/Prof Speaking

Professional Development (4-8)

Ed	321	Effective Teaching & Evaluation
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Field Based Semester:

Ed	430	Classroom Management and Teaching Strategies (4-8)
Ed	431	Curriculum for Grades 4-8
Ed	469	Senior Seminar (1sch)

Resident Teaching Semester:

Sped	418	Inclusion Strategies & Techniques
Ed	492	Resident Teaching 4-8 (6 SCH)

Major: Interdisciplinary Studies

Teaching Fields: English Language Arts/Reading and Social Studies (4-8)

Major Requirements (58 sch)

Eng	2332	World Literature I
		or
Eng	2333	World Literature II (From Core Curric.)
Econ	2301	Macro Economics
Geog	1303	World Regional Geography
Hist	2321	World Civilization I
Hist	2322	World Civilization II
Govt	2305	American Government (From Core Curric.)
Govt	2306	State & Local Government (From Core Curric.)
Eng	306	Children's Literature II
Eng	340	Advanced Expository Writing
Eng	424	History & Grammar of English Language
9	SCH	From the following English courses:
Eng	312	Shakespeare
Eng	441	Survey of American Literature I
Eng	442	Survey of American Literature II
Eng	471	Survey of British Literature I
Eng	472	Survey of British Literature II
Eng	450	Genre, Short Stores
Eng	450	Genre, Poetry
Geog	413	Cultural Geography
Hist	352	Europe, 1920-present
Hist	419	American Social & Intellectual History
Hist	428	U.S. in the 20th Century
Hist	434	Civil War & Reconstruction
Hist	460	Cultural History of Texas
Hist	480	Senior Seminar (1 SCH)

Additional Requirements

Psyc	2308	Child Psychology (From Core Curric.)
Comm	350	Advanced Technological Communication
IS	495	Living in the 21st Century
Rdg	340	Overview & Strategies I
Rdg	343	Reading Beyond Primary Grades
Sped	410	Introduction to Individuals with Exceptionalities

Total hours for degree: 137 SCH

Major: Interdisciplinary Studies

Teaching Fields: Math & Science (4-8)

Major Requirements (53 SCH)

Chem	1405	Introduction to Chemistry (4 SCH)
Geol	1403	General Physical Geology (4 SCH)
Geol	1404	General Historical Geology (4 SCH)
Phys	1411	Introduction to Astronomy (4 SCH)
Phys	1415	Physical Science I (4 SCH)
Math	1316	Trigonometry
Math	1350	Fundamentals of Math I
Math	1351	Fundamentals of Math II
Math	2313	Calculus I
BSC	307	General Ecology
BSC	308	Invertebrate Zoology
Chem	405	Environmental Chemistry
Math	352	Math Foundations & Applications
Math	453	Statistics
6	sch	From the following Math courses:
Math	321	Modern Geometry
Math	331	Discrete Math
Math	437	Number Theory

Other Requirements

Comm	350	Advanced Technological Communication
IS	495	Living in the 21st Century
Rdg	340	Overview & Strategies I
Rdg	343	Reading Beyond Primary Grades
Sped	410	Introduction to Individuals with Exceptionalities

Total hours for degree: 131 SCH

Degree: Bachelor of Science

Major: English

Teaching Field: English Language Arts and Reading (4-8)

Major Requirements (48 sch)

Eng	1301	Comp & Rhetoric I (From Core Curric)
Eng	1302	Comp & Rhetoric II (From Core Curric)
Eng	2332	World Literature (From Core Curric)
Eng	2333	World Literature

3	SCH	Journalism
Eng	305	Children's Literature I
Eng	306	Children's Literature II
Eng	424	History & Grammar of English Language
Eng	335	Theories, Research, Techniques & Testing of Composition

6 SCH from:

Eng	441	Adv Survey of American Lit I
Eng	442	Adv Survey of American Lit II
Eng	471	Adv Survey of British Lit I
Eng	472	Adv Survey of British Lit I

6 SCH from:

Eng	312	Shakespeare
Eng	430	Images of Women in Literature
Eng	450	Studies in Genre: Short Story
Eng	450	Studies in Genre: Poetry
Eng	489	Individual Study
Eng	497	Special Topics
Jour	310	Adv. News Writing and Reporting
Jour	311	Editing Layout and Design

Other Requirements

Rdg	340	Overview & Strategies I
Rdg	342	Diagnostic Teaching of Reading
Rdg	343	Reading Beyond Primary Grades
Rdg	344	Reading Comprehension
Comm	350	Adv Technological Communic_ion
IS	495	Living in the 21st Century
Sped	410	Intro to Individuals with Exceptionalities
Psyc	2308	Child Development (From Core Curric.)

Total hours for degree: 133 SCH

Degree: Bachelor of Science

Major: History

Teaching Field: Social Studies (4-8)

Major Requirements (49 SCH)

Econ	2301	Principles of Economics I (Macro)
Geog	1303	World Regional Geography (from Core Curric)
Govt	2305	American Government (from Core Curric)
Govt	2306	State & Federal Government (from Core Curric)
Hist	2321	World Civilization I
Hist	2322	World Civilization II
Hist	310	The Ancient World
or	312	Medieval Civilization
Hist	328	Colonial & Revolutionary America
Hist	351	Europe, 1815-1920
Hist	352	Europe, 1920-present
Hist	419	American Social & Intellectual History

Hist	428	U.S. in the Twentieth Century
Hist	434	Civil War & Reconstruction 1850-1877
Hist	460	Cultural History of Texas
Hist	470	20th Century Asia
Hist	480	Senior Seminar (1sch)
Geog	413	Cultural Geography

Other Requirements

Psyc	2308	Child Psychology
Comm	350	Adv Technological Communication
IS	495	Living in the 21st Century
Rdg	340	Overview & Strategies I
Rdg	343	Reading Beyond Primary
Sped	410	Intro to Individuals with Exceptionalities

Total hours for degree: 134 sch

Degree: Bachelor of Science

Major: Math

Teaching Field: Math (4-8)

Major Requirements (30 SCH)

Math	1314	College Algebra (From Core Curric)
Math	1316	Plane Trigonometry
Math	1350	Fundamentals of Math I (From Core Curric)
Math	1351	Fundamentals of Math II (From Core Curric)
Math	2313	Calculus I
or	2413	Calculus I (4 SCH)
Math	321	Modern Geometry
Math	331	Discrete Math
Math	352	Mathematical Foundations & Application
Math	437	Number Theory
Math	453	Statistics

Other Requirements

Comm	350	Adv Technological Communications
IS	495	Living in the 21st Century
Geog	1303	World Regional Geography (From Core Curric)
Psyc	2308	Child Psychology
Rdg	340	Overview & Strategies I
Rdg	343	Reading Beyond Primary Grades
Sped	410	Intro to Individuals with Exceptionalities
9	SCH	Upper division electives

Total hours for degree: 126 SCH

**Degree: Bachelor of Science in
Interdisciplinary Studies**
Major: Interdisciplinary Studies
Teaching Field: Science (4-8)

Major Requirements (53 SCH)

Biol	1404	Intro to Life Sciences I, (4 SCH) (From Core Curric)
Biol	1405	Intro to Life Sciences II, (4 SCH) (From Core Curric)
Phys	1411	Intro to Astronomy (4sh)
Phys	1415	Physical Science I, (4 SCH) (From Core Curric)
Phys	1417	Physical Science II, (4 SCH)
Chem	1405	Intro to Chemistry, (4 SCH)
Geol	1403	General Physical Geology, (4 SCH)
Geol	1404	General Historical Geology, (4 SCH)
BSC	307	General Ecology
BSC	308	Invertebrate Zoology
BSC	310	Genetics
BSC	402	Cell Biology
Chem	405	Environmental Chemistry
6sh	UD	Science Electives

Other Requirements:

Psyc	2308	Child Psychology (from Core Curric.)
Comm	350	Adv Technological Communication
Eng	340	Advanced Expository Writing
IS	495	Living in the 21st Century
Rdg	340	Overview & Strategies I
Rdg	343	Reading Beyond Primary Grades
Sped	410	Intro to Individuals with Exceptionalities

Total hours for degree: 129 SCH

**Certification Programs in
Secondary Education (Grades 8-12)**

Professional Development (19 SCH)

Ed 321 Effective Teaching & Evaluation

Field Based Semester:

Ed 441 Classroom Management & Teaching
Strategies Grades 8-12

Ed 442 Curriculum for Grades 8-12

Ed 469 Senior Seminar (1 SCH)

Resident Teaching Semester:

Sped 418 Inclusion Strategies & Techniques

Ed 493 Resident Teaching (6 SCH)

See Arts & Sciences section for Major and Teaching
Field requirements for grades 8-12 Secondary Education
Programs.

THE COLLEGE OF HEALTH AND BEHAVIORAL SCIENCES

NURSING UNDERGRADUATE PROGRAM BACHELOR OF SCIENCE IN NURSING

Behavioral Sciences

Undergraduate Programs

Bachelor of Arts

Bachelor of Science

Majors

Minors

Behavioral Sciences Faculty

Dr. Jo Kahler, Dean

Dr. Tommie Hughes

Dr. W.T. "Tom" Jordan

Dr. Linda Maier

Dr. Jim Martin

Dr. Godpower O. Okereke

Dr. George Parangimalil

Dr. Peter Racheotes

Nursing Faculty

Dr. Jo Kahler, Dean

Dr. Shirley Garick

Mrs. Denise Neill

Dr. Deborah Porterfield



BSN nursing student Karen Tyl receives the traditional nursing pin from TAMU-T associate professor of nursing, Dr. Shirley Garick.

HEALTH AND BEHAVIORAL SCIENCES

Bachelor of Arts (B.A.) or Bachelor of Science (B.S.)

Majors: Criminal Justice, Nursing, Psychology

Minors Offered: Criminal Justice, Psychology, Sociology

Programs of Study

The undergraduate degree programs in Health and Behavioral Sciences provide specialized study to prepare students for graduate study and various career opportunities and to broaden students knowledge, interests, and abilities. With an undergraduate degree, the Health and Behavioral Sciences graduate will possess an excellent repertoire of skills and knowledge which will be useful in life.

Courses required for this degree will improve and fine-tune specific skills required in every facet of life—job, home, social and individual activities. Specific courses address critical thinking, interpersonal skills, communication, and composition.

In the major, you will study the most important areas of learning that constitute your academic field. The courses will provide a solid background and give you the information expected of those who have majored in your area here or elsewhere in our country. Both the major and minor have required courses which are considered essential and electives which allow some flexibility in choosing courses of special interest or those which complement the major.

Undergraduates majoring in Behavioral Sciences are required to take the Major Field Exam prior to graduation.

Course Prerequisites

Some courses have prerequisites required. Students should review the catalog for course descriptions and become aware of these prerequisites. Students are responsible for assuring that the prerequisites are completed as required.

Each degree program includes the following categories:

- A. General Education Courses
- B. Major Courses
- C. Minor Courses
- D. Elective Courses

Core Curriculum

In Accordance with Texas Education Code, Chapter 61, Subchapter S, each general academic institution shall design and implement a core curriculum, including specific courses composing the curriculum, of no less than 42 lower-division semester credit hours.

The following Core Curriculum is required by TAMU-T:

Behavioral Sciences Core Curriculum

- Engl 1301 Composition & Rhetoric I
- Engl 1302 Composition & Rhetoric II

3 SCH from:

- Engl 2322 British Literature I
- Engl 2323 British Literature II
- Engl 2327 American Literature I
- Engl 2328 American Literature II
- Engl 2332 World Literature I
- Engl 2333 World Literature II
(3 sch World Literature required for English Majors)
- Hist 1301 History of U.S. to 1877
- Hist 1302 History of U.S. from 1877
- Govt 2305 United States Government
- Govt 2306 State and Local Government

3 SCH from:

Psychology, Sociology, Geography, Economics (see individual degree for specific course requirements)

3 SCH Math:

College Algebra or equivalent or above (see individual degree for specific requirements)

3 SCH from:

- Arts 1301 Art Appreciation
- Arts 1303 Art History Survey I
- Arts 1313 Foundations of Art
- Musi 1301 Fundamentals of Music
- Musi 1306 Music Appreciation
- Musi 1308 Music Literature I
- Dram 1310 Introduction to the Theatre
(See individual degree for specific requirement)

3 SCH from:

- Spch 1315 Public Speaking
- Spch 1321 Business and Professional Speech

6-8 SCH from:

Biology, Chemistry, Geology, Physics, Physical Science (see individual degree for specific course requirements)

- Bcis 1305 Business Computer Applications
or
- Cosc 1301 Introduction to Computer Science

Total Core Curriculum: 42 SCH

Major: Criminal Justice (60 SCH)

- Crij 1301 Intro to Criminal Justice
- Crij 1306 The Courts and Criminal Procedure
- Crij 1307 Crime in America
- Crij 1310 Fundamental of Criminal Law
- Crij 1313 Juvenile Delinquency
- CJ 360 Probation, Parole Community Corrections
- CJ 380 Ethnic and Cultural Minorities
- CJ 400 Internship in Criminal Justice
- CJ 420 Adm. of Criminal Justice Agencies
- CJ 430 Rights of Accused/Convicted Offender

CJ	454	Research Techniques Criminal Justice
CJ	480	Criminological Theories
CJ	485	Seminar in Criminal Justice
Math	453	Statistics

9 SCH from:

CJ	320	Deviance and Deviant Behavior
CJ	330	Instit. Corrections: Theory and Practice
CJ	350	Types of Crime
CJ	460	Civil Disruption, Terrorism and Mass Violence
CJ	470	Police/Community Relations

9 SCH from:

Psci	427	Public Law: Federal and State
Mgt	321	Organizational Behavior
Mgt	395	Principles of Management
Psy	316	Abnormal Psychology
Soc	314	Social Psychology
Soc	323	Social Stratification

Other Requirements

Comm	350	Adv Technological Communication
or		
Comm	380	Adv. Professional Communications
Eng	340	Advanced Expository Writing
Psy	320	Psy. of Interpersonal Interactions

Electives

Enough electives to total 126 SCH

NOTE: A maximum of 21 SCH Criminal Justice transfer curriculum will be used to meet degree requirements.

Major: Psychology

Psy	2301	Introduction to Psychology (from Core Curriculum)
Psy	2314	Human Growth and Development
Psy	316	Abnormal Psychology
Psy	317	Psychology of Personality
Psy	350	Learning and Behavior
Psy	402	Experimental Psychology
Psy	403	History of Modern Psychology
Psy	405	Physiology and Perception
Psy	426	Introduction to Applied Psychology
Math	453	Statistics
Soc	314	Social Psychology
6	SCH	Upper-division Psychology elective

Other Requirements

Eng	340	Advanced Expository Writing
Comm	350	Advanced Technological Communications
IS	495	Living in the 21st Century
Psy	320	Psy. of Interpersonal Interactions

Minor Courses (18 SCH)

Must choose a minor from Arts and Sciences, Behavioral Sciences or Business Administration listed in this catalog.

Electives

Enough electives to total 126 SCH

Requirements for Behavioral Science Minors
Criminal Justice Minor (18 SCH)

Crij	1301	Introduction to Criminal Justice or Equiv.
CJ	315	Law and Society
CJ	325	Crime and Delinquency
CJ	360	Probation, Parole & Community Corrections
CJ	380	Ethnic and Cultural Minorities
CJ	420	Adm. of Criminal Justice Agencies

Psychology Minor (18 SCH)

Psy	2301	Introduction to Psychology (Gen Ed)
Psy	2314	Human Growth and Development
Psy	316	Abnormal Psychology
Psy	317	Psychology of Personality
or	350	Learning and Behavior
Psy	426	Introduction to Applied Psychology
3	SCH	Psychology elective

Sociology Minor (18 SCH)

Soc	1301	Introduction to Sociology
Soc	314	Social Psychology
Soc	323	Social Stratification
Soc	325	Crime and Delinquency
Soc	380	Ethnic and Cultural Minorities
3	SCH	Upper division approved Sociology elective

Bachelor of Science in Nursing (BSN)

Major: Nursing

Requirements for Admission to the Nursing Program*

Submit the "Application for Admission to the RN-BSN Program" form. Submit two letters of reference (or a RN refresher course) validating safe and recent practice experience as a registered nurse, within the last two years prior to acceptance. Have grade of C or higher for associate degree level nursing and science courses. (Diploma graduates - Nursing courses to be validated by examination to establish equivalent credits. See nursing faculty advisor.) Transcript showing completion of designated lower division prerequisites: MATH 1342, ENGL 1302, BCIS 1401 or COSC 1301 (or evidence of current enrollment).

Note: Upon completion of these items, the applicant **must** make an immediate appointment at Nursing Program Office to have a Pre-Admission Advisement Conference, phone 223-3176.

Requirements After FULL Admission to the Nursing Program

(**Note:** For students who are fully accepted to the nursing program.) The student must produce proof of, and maintain for the duration of enrollment:

Current license to practice as a registered nurse in the State of Texas, Current CPR Card for Health Care Providers certification. TB screening and immunizations (MMR, hepatitis B series, diphtheria, and polio)—on the University provided physical exam form. Negative drug screening. Professional liability insurance. Personal health insurance coverage. Demonstrate the ability to perform or accommodate for performing, the essential physical, mental, behavioral or communicative functions of the curriculum.

* Candidates will be accepted into each class based on the following criteria and a competitive GPA above 2.0:

Priority 1—Candidate has completed all required core courses.

Priority 2—Candidate has completed MATH 1342, ENGL 1302, BCIS 1401 or COSC 1301.

Priority 3—Candidate has completed requirements for the ADN only.

Nursing Core Curriculum

In Accordance with Texas Education Code, Chapter 61, Subchapter S, each general academic institution shall design and implement a core curriculum, including specific courses composing the curriculum, of no less than 42 lower-division semester credit hours. The following is the Core Curriculum required by TAMU-T:

- Eng 1301 Composition & Rhetoric I
- Engl 1302 Composition & Rhetoric II

3 SCH from:

- Eng 2322 British Literature I
- Eng 2323 British Literature II
- Eng 2327 American Literature I
- Eng 2328 American Literature II
- Eng 2332 World Literature I
- Eng 2333 World Literature II
(3 sch World Literature required for English Majors)

- Hist 1301 History of U.S. to 1877
- Hist 1302 History of U.S. from 1877
- Govt 2305 United States Government
- Govt 2306 State and Local Government

6 SCH from:

- Psyc 2301 Intro to Psychology
- Psyc 2314 Human Growth and Development

3 SCH Math:

- Math 1442
- or 453 Elementary Statistics

3 SCH from:

- Arts 1301 Art Appreciation
- Arts 1303 Art History Survey I
- Arts 1313 Foundations of Art
- Musi 1301 Fundamentals of Music
- Musi 1306 Music Appreciation
- Musi 1308 Music Literature I
- Dram 1310 Introduction to the Theatre

3 SCH from:

- Spch 1315 Public Speaking
- or
- Comm 380
- Spch 1321 Business and Professional Speech

19 SCH from:

- Bcis 1322 Nutrition
- Bio 2401
- Bio 2402
- Chem 1405 Intro to Chemistry
- Bio 2420 Micro Biology
- Bcis 1305 Business Computer Application
- or
- Csci 1301 Introduction to Computer Science

3 SCH Elective

Total Core Curriculum: 61 SCH

Major: Nursing

- 30 sch Transfer Nursing courses by validation/articulation
- Nurs 301 Professional Nursing Practice
- Nurs 302 Health Assessment Across Life Span (4 SCH)
- Nurs 303 Leadership and Management in Nursing (4 SCH)
- Nurs 304 Introduction to Research for Nursing
- Nurs 405 Professional Nursing Practice with Individuals and Families (4 SCH)
- Nurs 406 Community Health Nursing Practice (6 SCH)
- Nurs 407 Quality Issues and Responsibilities (2 SCH)
- 3 sch Approved Electives from:
- Hsci 345 Wellness Lifestyle
- or
- Nurs 489 Individual Study
- or
- Nurs 497 Special Topics in Nursing Practice

Total hours: 59 SCH

Support Courses

- Bsc 317 Pathophysiology
- Soc 423 Sociology of Health and Illness

Total hours for degree: 126 SCH

THE COLLEGE OF BUSINESS

Business Undergraduate Programs

Bachelor of Business Administration

Bachelor of Science

Majors

Minors

Business Faculty

Dr. Alfred Ntoko, Dean

Dr. Don Abbott

Dr. Gopal Agrawal

Dr. Joan Brumm

Dr. Larry Davis

Dr. Gloria M. Fargoso-Diaz

Dr. Mohammed Haque

Dr. James Harbin

Dr. Patricia Humphrey

Dr. Charles McDonald

Dr. Charles Mohundro

Dr. Robert Owen

Mr. David Reavis



BUSINESS

Bachelor of Business Administration (B.B.A.)

Majors: Accounting, Finance, General Business, Human Resource Management, International Business, Management, Management Information Systems, Marketing

Bachelor of Science (B.S.)

Major: Business Administration

Minors Offered (for non business majors):

Accounting, Finance, Human Resource Management, International Business, Management, Management Information Systems, Marketing

Programs of Study

The Department of Business offers programs designed to provide academic experiences to facilitate students' abilities to perform responsibly and effectively in their chosen professional roles in business, industry, government, and other related careers.

Bachelor's degree requirements include the following minimums: 60 SCH transfer credit, 54 SCH upper division credit, and 30 SCH in residence coursework. Undergraduate students majoring in Business are required to take the Major Field Exam prior to graduation.

Note: Non-business major and non-business minor students:

See section below for students taking business courses.

Course Prerequisites

Some courses have prerequisites required. Students should review the catalog for course descriptions and become aware of these prerequisites. Students are responsible for assuring that the prerequisites are completed as required.

Each degree program includes the following components:

- A. Core Curriculum/General Education Courses
- B. Business Administration Core Courses
- C. Major Courses
- D. Minor Courses (for B.S. degree)
- E. Electives

Core Curriculum

In Accordance with Texas Education Code, Chapter 61, Subchapter S, each general academic institution shall design and implement a core curriculum, including specific courses composing the curriculum, of no less than 42 lower-division semester credit hours. The following is the Core Curriculum required by TAMU-T:

- Eng 1301 Composition & Rhetoric I
- Eng 1302 Composition & Rhetoric II

3 SCH from:

- Eng 2322 British Literature I
- Eng 2323 British Literature II
- Eng 2327 American Literature I

- Eng 2328 American Literature II
- Eng 2332 World Literature I
- Eng 2333 World Literature II
(3 sch World Literature required for English Majors)

- Hist 1301 History of U.S. to 1877
- Hist 1302 History of U.S. from 1877
- Govt 2305 United States Government
- Govt 2306 State and Local Government

3 SCH from:

Psychology, Sociology, Geography, Economics (see individual degree for specific course requirements)

3 SCH Math:

College Algebra or equivalent or above (see individual degree for specific requirements)

3 SCH from:

- Arts 1301 Art Appreciation
- Arts 1303 Art History Survey I
- Arts 1313 Foundations of Art
- Musi 1301 Fundamentals of Music
- Musi 1306 Music Appreciation
- Musi 1308 Music Literature I
- Dram 1310 Introduction to the Theatre
(See individual degree for specific requirement)

3 SCH from:

- Spch 1315 Public Speaking
- Spch 1321 Business and Professional Speech

6-8 SCH from:

- Biology, Chemistry, Geology, Physics, Physical Science (see individual degree for specific course requirements)
- Bcis 1305 Business Computer Application
or
- Csci 1301 Introduction to Computer Science

Total Core Curriculum: 42 SCH

Other Requirements

- Acct 2301 Principles of Accounting I
- Acct 2302 Principles of Accounting II
- Bcis 1305 Business Computer Applications
(Core Curr)
or
- Cosc 1301 Introduction to Computer Science
- Busi 2301 Business Law I (Contracts)
- Econ 2301 Elements of Economics I (Core Curric)
- Econ 2302 Elements of Economics II
- Math 1324 Finite Math (Core Curriculum)
- Math 1325 Business Calculus

6 sh from the following:

- Geog 413 Cultural Geography
- Hist 419 American Social & Intellectual History
- Hist 428 U.S. in the 20th Century
- Hist 470 20th Century Asia
- Soc 380 Ethnic & Cultural Minorities

Business Administration Core (30 SCH)

Acct	325	Managerial Accounting
Fin	454	Financial Management
Gbus	440	International Business
Gbus	450	Business Ethics
Math	453	Statistics
Mgt	395	Principles of Management
Mgt	439	Business Policy
Mgt	465	Production & Operations Management
MIS	360	Management Information Systems
Mkt	363	Marketing

Degree: Bachelor of Business Administration (B.B.A.)

Major: Accounting (30 SCH)

Acct	321	Intermediate Accounting I
Acct	322	Intermediate Accounting II
Acct	323	Intermediate Accounting III
Acct	324	Income Tax Accounting
Acct	421	Governmental Accounting
Acct	425	Cost Accounting
Acct	429	Accounting Systems
9	SCH	Upper-division electives in Business

Total hours for degree: 126 SCH

Major: Finance (24 SCH)

Fin	325	Money and Banking
Fin	464	Principles of Investing
Fin	470	International Finance
Fin	474	Intermediate Financial Management
Fin	484	Financial Institutions Markets
Fin	494	Security Analysis & Portfolio Mngt
Fin	496	Financial Derivatives
Acct	425	Cost Accounting

Electives

3 SCH Upper-division electives

Total Hours for Degree: 123 SCH

Major: General Business (21 SCH)

21 SCH Upper-division Business Courses

Electives

6 SCH Upper-division elective

Total Hours for Degree: 123 SCH

Major: Human Resource Management (21 SCH)

Mgt	321	Organizational Behavior
Mgt	326	Labor Relations
Mgt	438	Compensation Management
Mgt	495	Human Resource Management
Gbus	420	Managing Cultural Differences
Gbus	456	Social, Political & Legal Environment
Psy	404	Industrial Psychology

Electives

6 SCH Upper-division electives

Total Hours for Degree: 123 SCH

Major: International Business (18 SCH)

Fin	470	International Finance
Gbus	420	Managing Cultural Differences
Mkt	416	International Marketing
9	SCH	Upper-division Business Electives

Electives

9 SCH Upper-division electives

Total Hours for Degree: 123 SCH

Major: Management (21 SCH)

Mgt	321	Organizational Behavior
Mgt	326	Labor Relations
Mgt	475	Management Science
Mgt	495	Human Resource Management
Gbus	456	Social, Political & Legal Environment
6	SCH	Upper-division Business Electives

Electives

6 SCH Upper-division electives

Total Hours for Degree: 123 SCH

Major: Management Information Systems (27 SCH)

MIS	305	Electronic Commerce
MIS	362	Systems Analysis & Design
MIS	366	Fundamentals of Database Systems
MIS	470	Object-Oriented Programming
MIS	472	Management of Local Area Networks
MIS	473	Internetworking LANS
9	SCH	Upper-division MIS Electives

Note: MIS Majors may not take MIS 301 for credit on program.

Additional Requirements for MIS Majors:

ITSE	1329	Programming Logic and Design
3	SCH	from:
Bcis	1332	Cobol Programming
ITSE	1307	Introduction to C++ Programming
ITSE	1331	Intro to Visual BASIC Programming

Total Hours for Degree: 126 SCH

Major: Marketing (21 SCH)

3	SCH	Upper Division Business elective
Mkt	366	Marketing Promotion
Mkt	416	International Marketing
Mkt	436	Marketing Research
Mkt	445	Retailing
Mkt	465	Sales Management
Mkt	467	Consumer Behavior

Electives

6 SCH Upper-division electives

Total Hours for Degree: 123 SCH

**Degree: Bachelor of Science
Major: Business Administration (45 SCH)**

Acct	325	Managerial Accounting
Fin	454	Corporate Finance
Gbus	440	International Business
Gbus	450	Business Ethics
Math	453	Statistics
Mgt	395	Principles of Management
Mgt	439	Business Policy
Mgt	465	Production and Operation Management
MIS	301	Microcomputer Applications in Business
MIS	360	Essentials of Management Information Systems
Mkt	363	Marketing
15	SCH	Upper division Business electives

Minor (18 SCH)

Minimum of 18 SCH from any minor outside Business Administration minors listed in this catalog.

Note: See Core Curriculum, General Education, and Other Requirements for additional hours for degree.

**Integrated Accounting Program
(B.B.A./M.S.A.)**

The Integrated Accounting program combines undergraduate and graduate study. Students are simultaneously awarded a BBA and MSA in Accounting upon completion of the entire integrated 150 semester hour program.

Students must complete entire program (BBA+MSA) to be eligible for the BBA degree. Students who choose not to complete the integrated accounting degree will be converted to the standard BBA degree with a major in Accounting.

Major: Accounting

Acct	321	Intermediate Accounting I
Acct	322	Intermediate Accounting II
Acct	323	Intermediate Accounting III
Acct	324	Income Tax Accounting
Acct	421	Governmental Accounting
Acct	425	Cost Accounting
Acct	429	Accounting Systems

Note: See Core Curriculum, General Education, Other Requirements, and Business Core for additional hours for degree.

See Business Administration in Graduate Section of this catalog for Major requirements for MSA degree.

Students must be within 12 SCH of completing undergraduate work prior to enrolling in graduate courses. Students must meet the minimum graduate program admission requirements within the first semester of enrollment in graduate classes.

**Requirements for Business Minors
for Non Business Majors**

Accounting Minor (18 SCH)

Acct	2301	Principles of Accounting I
Acct	2302	Principles of Accounting II
Acct	321	Intermediate Accounting I
Acct	322	Intermediate Accounting II
6	SCH	Upper Division Accounting Electives

Finance Minor (18 SCH)

Econ	2310	Principles of Economics I
Econ	2302	Principles of Economics II
Fin	325	Money, Banking & Financial Markets
Fin	454	Financial Management
Fin	464	Principles of Investments
3	SCH	from:
Fin	470	International Finance
Fin	474	Intermediate Fin. Mgt.
Fin	494	Security and Analysis Portfolio Management

Human Resource Management Minor

Mgt	395	Principles of Management
Mgt	495	Human Resource Management
Mgt	326	Labor Relations
Mgt	438	Compensation Management
Mgt	460	Quality Management
3	SCH	Elective from Mgt or GBus

International Business Minor

Mgt	395	Principles of Management
Gbus	420	Managing Cultural Differences
Gbus	440	International Business
Mkt	416	International Marketing
Geog	413	Cultural Geography

3 SCH from:

Hist	352	Europe, 1920-present
Hist	460	Cultural History of Texas

Management Minor (18 SCH)

Mgt	321	Organizational Behavior
Mgt	395	Principles of Management
Mgt	495	Human Resource Management
Mkt	363	Marketing
6	SCH	Upper Division Electives from Management or General Business

Management Information Systems Minor (18 SCH)

ITSE	1435	Intro to Basic Programming
MIS	301	Microcomputer Applications in Business
MIS	360	Essentials of Management Information Systems
9	SCH	Upper Division MIS Electives

Marketing Minor (18 SCH)

Mkt 363	Marketing
Mkt 365	Salesmanship
Mkt 366	Marketing Promotion
Mkt 436	Marketing Research

6 SCH from:

GBus 430	Corporate Image
GBus 468	Public Relations
Mgt 395	Principles of Management or any Marketing Elective

**Non-Business Major and
Non-Business Minor Students**

Requirements for undergraduate students taking business courses who are neither business majors or minors are as follows:

1. Acct 2301 and 2302 or Acct 320, Accounting and Finance Concepts, plus Eco 2301 and Eco 2302 or Eco 320, Economics for Managers, must be completed within the first 12 hours of business courses taken at TAMU-T
2. Non-declared business majors who have completed 18 hours in business must enroll in Mgt 439, Business Policy



GRADUATE DEGREE PROGRAMS

Graduate School Admission
Academic Policies
Thesis
Graduation
Second Master's



NATURE OF GRADUATE STUDIES

Graduate work offered by Texas A&M University-Texarkana differs from undergraduate work in requiring students to demonstrate increased maturity in scholarship, seriousness of purpose, and ability to do independent thinking.

Students must demonstrate an ability to marshal relevant facts, subject them to analysis, and arrive at reasonable generalizations and sound conclusions during independent research in one's chosen field of study.

Graduate School Organization

Majors	Degrees
Accounting	MSA
Business Administration	MBA/MS
Counseling Psychology	MS
Licensed Professional Counselor	
Psychological Associate	
School Counseling	
Adult Education	MS
Education Administration	MEd
Elementary Education	MEd/MS
Interdisciplinary Studies	MA/MS
Secondary Education	MEd/MS
Special Education	MEd/MS
English	MA

The Graduate School is composed of three academic colleges: Health and Behavioral Sciences, Business Administration and Arts & Sciences and Education. The program is supervised by the Graduate Curriculum Committee and the Vice President for Academic Affairs.

Evaluation of the graduate program involves several procedures including a process at the end of each academic term by which all graduate students evaluate their courses and professors.

During the semester of graduation, all students complete an exit questionnaire designed to give feedback into specific graduate programs.

Enrollment in Graduate Studies

While a student with a bachelor's degree may take graduate courses, formal admission to a graduate program involves several major steps.

1. Students must complete The Graduate Admission Applications which must be submitted to the Admissions Office by the deadline specified in the Schedule of Classes.
2. All official transcripts must be mailed directly to the Admissions Office from each institution attended, including the transcript showing possession of a bachelor's degree from an accredited institution.

3. Obtain permit to register card from College Dean. The Dean will sign the form after a discussion of program requirements. The signed Permit to Register form will be used by the student for registration in the Admission's Office.
4. **Non-Degree Students:** Graduate students who are not currently seeking a degree are encouraged to meet with an advisor. In order for the coursework earned as a non-degree-seeking student to apply toward a degree, the student must be admitted to the graduate program during their second semester of enrollment. Students must declare status as a degree-seeking student prior to that semester. No student may apply more than 12 hours earned as a non-degree seeking student toward a graduate degree.

Note: Enrollment in graduate courses does not assure admission to a graduate program for a degree.

Advisement & Degree Planning

1. During the initial advising session, a Registration Permit is completed by student and signed by Dean.
2. The student submits the Registration Permit to the Office of Admissions for initial enrollment.
3. After receipt of all official transcripts, student records, which include the Registration Permit, are forwarded to the Graduate Studies Office. At the time students are admitted to their graduate programs, they are assigned faculty advisors and are notified by mail to schedule an appointment with appropriate advisors. The student's degree plan is then prepared by the advisor during the scheduled appointment, according to academic degree program and institutional requirements.
4. The preliminary degree plan is returned to the Graduate Studies Office for processing, and a copy of the official plan is mailed to the student.
5. Any subsequent changes or course substitution requests must be approved in writing and on file in the Graduate Studies Office **prior to enrollment in the course(s)**. Students must contact their faculty advisors or the Graduate Studies Office concerning these requests. It will be necessary to receive approval from the advisor and College Dean to make the requested change on the degree plan.
6. If the thesis option is chosen, the student must have on file in the Graduate Studies Office a copy of the plan with all advisory committee signatures. This option allows six semester credit hours for satisfactory completion of a thesis.
7. Correspondence course credit cannot be used on graduate degree plans.

Requirements for Admission to a Graduate Degree Program

A student who is seeking a graduate degree must meet the Graduate Program Admission standards specified below no later

than the end of the first semester of enrollment as a degree-seeking student. **Failure to do so will prohibit continued enrollment in graduate coursework.**

The following criteria must be successfully completed for admission to graduate programs at Texas A&M University-Texarkana:

1. A baccalaureate degree
2. Complete the Graduate Program Application
3. A 2.5 GPA on the last 60 semester hours of undergraduate study
4. 3 positive letters of Academic Recommendation
5. A positive record of life and professional experiences
In an essay format, students will describe their various life and professional experiences. Examples of experiences may include, but are not limited to:
 - College/University clubs and organizations
 - Leadership in Girl/Boy Scouts (or similar organizations)
 - Civic Organizations
 - Participation with non-profit organizations
 - Church leadership activities
 - Military
 - Professional and/or job activities
6. A written summary of professional interest and commitment

In a letter format, students will relate their thoughts and plans for their chosen program, and how the selected degree may be used in the future.

During the **first semester of enrollment**, students must obtain the Program Application from the Graduate Studies Office. The completed application will then be returned to the Graduate Studies Office along with written documents #5 and #6 listed above. The letters of Academic Recommendation will be forwarded directly to the Graduate Studies Office. All documents must be received in the Graduate Studies Office during students' **first semester of enrollment**.

General Academic Policies

Many academic policies apply to **both graduate and undergraduate students**. Students should refer to the section on "Policies and Procedures" for detailed information.

Particular attention should be paid to:

- Change of Grade
- Graduation Under a Particular Catalog
- Incomplete Grades
- Repetition of a Course
- Satisfactory-Unsatisfactory (S/U) Grades
- Schedule Changes
- Special Course Restrictions
- Student Code of Conduct

Scholastic Standards

A minimum 3.00 GPA to remain in academic good standing.

Probation

A regularly enrolled graduate student will be placed on probation after completion of 12 semester credit hours of work when the cumulative grade point average drops below 3.00. The student will remain on probation until the cumulative grade point average is raised to 3.00 or above.

A "Placed on Probation" statement will be printed on the grade mailer and on the student's transcript indicating this status. While on probation, the student must maintain a semester grade point average of 3.00 or higher. Failure to maintain a minimum 3.00 GPA each semester while on probation will result in the student being placed on suspension for a period of one calendar year and he will not be eligible to re-enroll until such time period has elapsed. 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 Vice President for Academic Affairs. Only extenuating circumstances warrant such action.

If the student disagrees with the action or believes an error has occurred, he may contact the Admissions Office for clarification. If the student leaves the University on probation, he will be re-admitted on probation unless he has attended another university or college in the interim and thereby has raised his cumulative grade point average to an acceptable level.

After the period of academic suspension has passed, the student may enroll again. The student will be placed on academic probation at re-entry and must maintain a cumulative GPA of 3.00 or higher. If the student falls below the 3.00 during any semester, he will be suspended for another one-year period.

The student may appeal the status of scholastic suspension through the Vice President for Academic Affairs.

Note: Enrollment restrictions as a result of suspension and/or probation are imposed only at the end of the Fall, Spring and Summer II terms.

Academic or Disciplinary Suspension

Students on academic or disciplinary suspension (or "not in good standing") from another institution are not eligible for admission to TAMU-T until the suspension period has passed. If the student registers for classes at TAMU-T during such a period and gains admission by giving false information to the Office of the Registrar, he 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 Vice President for Academic Affairs for admission by presenting a written statement from an appropriate representative of the institution from which he was suspended. The statement must indicate that the institution would recommend early re-entry.

In cases of disciplinary suspension, the Vice President for Student and Academic Support Services will appoint a committee to review the student's application for admission. The VP-SASS may then refuse admission based on the committee's

recommendation or his own review of the case. Admission may be refused if the University determines:

1. The student would not abide by rules and regulations of the University or would be unable to adjust to the University environment, or
2. A serious intent to pursue an education is not indicated, or
3. The student might harm other members of the University community.

Cases of expulsion (or suspension without time limit) will be reviewed on an individual basis. Appeals will be handled by the Vice President for Academic Affairs.

Thesis

To pursue a thesis option, a student must conduct original research and write a thesis (six semester hours maximum credit), reporting this research under the supervision of the advisor.

The thesis is prepared according to instructions provided by the advisor and the College Dean. If the thesis is not completed during the semester of registration, the student must register for the course (518) 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.

This registration is not required in those instances which would result in an overload. Credit for no more than six hours of 518 will be given upon satisfactory completion of the thesis.

Applying for Graduation

Students must officially apply for graduation in the Admissions office at least one semester prior to the expected graduation date. The application deadline for each semester is posted in the Schedule of Classes.

Failure to graduate at the close of the application term necessitates a re-application and reactivation fee during the subsequent term in which graduation is intended.

Graduation Requirements

Following is a checklist used by university staff to determine eligibility for graduation. Use this checklist to validate progress:

1. Completion of an approved master's degree program (minimum 36 semester credit hours). Students must follow the Official Degree Plan issued by TAMU-T. (Students may choose to complete a six credit hour thesis as part of their degree program.) **Note:** Consult section on "Graduation Under a Particular Catalog".
2. Students may transfer in no more than 12 semester credit hours of graduate level course work from another institution and have those credits applied toward a masters degree at TAMU-T.
3. No more than 6 hours of special format courses (597, 589, and/or 529) applied to degree requirements.
4. No more than 9 hours of S/U graded courses applied to degree requirements.
5. Courses taken more than 5 years prior to Admission to Graduate Studies may not apply to a degree. The Dean may give special approval to apply such courses to a particular degree.
6. Degree plan must not be over five years old.
7. All "X" grades must be completed prior to graduation.
8. Achieve the following cumulative grade point averages:
 - a. 3.00 or above on all graduate work attempted in your major field of study or area of concentration;
 - b. 3.00 or above on all graduate courses attempted at TAMU-T;
 - c. 3.00 or above on all graduate courses applied to the degree sought;
 - d. 3.00 or above on all graduate coursework. **Note:** No grades lower than "C" will count toward a graduate degree but will be calculated in the GPA. A course in which a grade of "D" or "F" is considered completed and will be reflected in the GPA.
9. All graduate coursework taken prior to graduation will be calculated in the final grade
10. Upon recommendation of the instructor, and approval of the College Dean, a maximum of two 400-level undergraduate courses may be applied toward fulfillment of graduate degree requirements. When taking a 400-level course for graduate credit, the student will be expected to complete additional work beyond the quality and quantity of work which distinguishes graduate instruction. Graduate courses are numbered 500 and above.
11. Comprehensive Exam. Students may be required by the specific College 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, a minimum grade must be earned on a required capstone course. (See the requirements for your particular degree.) A student who fails to pass the comprehensive exam must complete whatever further courses or additional study is required by the advisor to correct the deficiencies. If failed a second time, the exam may not be taken 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. Submit the completed application for graduation and pay fees by date published in the Schedule of Classes.
13. All official transcripts on file with the TAMU-T Registrar's Office.

Enrollment in Undergraduate Courses for Graduate Credit

The application of 400-level undergraduate courses to master's degree programs is justified by the need for flexibility in program offerings to meet the highly varied requirements of students. 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 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/or breadth of study and quantitative differences describe the increased amount of work necessary. Specific differences and objectives must be listed clearly on the form in order to secure approval signature from the supervising faculty member and College Dean.

The form must be returned to the Admissions Office prior to the first class day to complete enrollment.

This option is not permitted for the purpose of meeting "leveling" or prerequisite requirements for a graduate degree. No more than two courses completed in this manner may be applied toward fulfillment of graduate degree requirements.

Transfer Credit

A maximum of 12 semester credit hours of graduate level course work maybe accepted as transfer credit from another accredited institution if approved by the student's advisor and Dean of the college. Transfer credit can only be accepted for

courses in which the student earns a grade of "C" or better and courses in which credit was earned within 5 years of admission to Graduate Studies at TAMU-T.

Second Master's Degree

The student with a master's degree from this or another accredited graduate school may earn a second master's degree by meeting the following requirements:

1. Completion of a minimum of 24 additional semester credit hours of graduate level courses (this is assuming 12 SCH are applied from the first master's degree by the advisor and College Dean).
2. Satisfactory completion of all requirements for the degree sought.
3. A minimum of 36 total semester credit hours. Comprehensive examinations for the second master's degree will be administered 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.



ARTS AND SCIENCES

English
Interdisciplinary Studies

ARTS AND SCIENCES GRADUATE PROGRAM

The following criteria must be successfully completed for admission to graduate programs at Texas A&M University-Texarkana:

1. A baccalaureate degree
2. Complete the Graduate Program Application
3. A 2.5 GPA on the last 60 semester hours of undergraduate study
4. 3 positive letters of Academic Recommendation
5. A positive record of life and professional experiences
In an essay format, students will describe their various life and professional experiences. Examples of experiences may include, but are not limited to:
 - College/University clubs and organizations
 - Leadership in Girl/Boy Scouts (or similar organizations)
 - Civic Organizations
 - Participation with non-profit organizations
 - Church leadership activities
 - Military
 - Professional and/or job activities
6. A written summary of professional interest and commitment
In a letter format, students will relate their thoughts and plans for their chosen program, and how the selected degree may be used in the future.

During the **first semester of enrollment**, students must obtain the Program Application from the Graduate Studies Office. The completed application will then be returned to the Graduate Studies Office along with written documents #5 and #6 listed above. The letters of Academic Recommendation will be forwarded directly to the Graduate Studies Office. All documents must be received in the Graduate Studies Office during students' **first semester of enrollment**.

Degree: Master of Science or Master of Arts Major: Interdisciplinary Studies (36 SCH)

Purpose of the Degree Program

This degree was developed to allow and encourage students to pursue their general education at the graduate level in courses that stimulate and enhance their personal, intellectual and cultural development. Earn either the Master of Arts (MA) or the Master of Science (MS) degree with a major in Interdisciplinary Studies.

Degree Requirements

Option I

IS 595	Research Literature and Techniques (3 SCH)
12-18 SCH	In the area of Concentration
6-12 SCH	In one subject area outside the Area of Concentration
6-12 SCH	In one subject area outside the first two areas
0-6 SCH	Electives outside previous areas
IS 597	MSIS Project: Final Draft

Option II

12-17 SCH	Area of Concentration
6-12 SCH	In one subject area outside the area of Concentration.
6-12 SCH	In a subject area outside the first two areas
0-9 SCH	Electives outside previous areas
IS 518	Thesis (6 SCH)

In lieu of a comprehensive exam, students will submit a project. The final project is a six-hour, two-semester research or creative project under the guidance of a mentor who helps the student decide upon a project and then periodically meets with the student to assist in, and critique, the work in progress.

During Project I, the student will focus on determining the nature of the project, researching material, planning, and putting together a rough draft of the project.

During Project II, the student will refine an complete the project, taking into account critiques by the mentor and an outside evaluator.

Students seeking the Master of Arts degrees must meet the foreign language requirements for the Bachelor of Arts degree at TAMU-T and must complete a six-semester credit hour thesis under the supervision of the advisor.

Areas of Concentration

Students may complete 12 to 18 graduate hours in any academic discipline or combination of academic disciplines. Up to 12 SCH of credit from an accredited institution may be transferred to Texas A&M University-Texarkana. If these 12 SCH area in the same subject area, they may be used as the Area of Concentration.

Note:

Area of Concentration in Psychology as follows:

Psy 503	Psychology of Behavior Disorders*
Psy 516	Psychological Theories of Learning
Psy 533	Psychological Testing **
Psy 535	Behavior Modification
Psy 543	Human Growth & Development
Psy 575	Ethics in Psychology

*Prerequisite: Psy 316, Abnormal Psychology, or equiv.

**Prerequisite: Math 453, Statistics or equivalent

The following areas may **not** be used for Areas of Concentration:

Business
Counseling

Degree: Master of Arts (MA)
Major: English

Degree Requirements:

Thesis Option

24	SCH	English courses determined in conference with an English advisor (at least 12 SCH in Literature)
3	SCH	Approved Elective
IS	518	Thesis (6 SCH)
Eng	595	Research Literature and Techniques (3 SCH) (Normally taken as early as possible in a graduate program.)

Non-Thesis Option

24	SCH	English courses determined in conference with an English advisor (at least 12 SCH in Literature)
6	SCH	Approved Elective
Eng	575	Current Issues in English Studies (Normally taken during student's last semester of graduate work. Prerequisite: Eng 595)
Eng	595	Research Literature and Techniques (Normally taken as early as possible in a graduate program.)



EDUCATION

Degrees:

Adult Education

Counseling Psychology-School Counselor

Education Administration

Instructional Technology*

Elementary Education

Secondary Education

Special Education

Certificates and Endorsements

*Pending approval by the Texas Higher Education Coordinating Board



EDUCATION GRADUATE PROGRAMS

Degrees

The Department of Education offers a Master of Education (MEd) or Master of Science (MS) in Elementary, Secondary, Special Education, Education Administration, Adult Education or Instructional Technology (pending approval of Texas Higher Education Coordinating Board). With the exception of Education Administration, the MEd degree is exclusively for those persons who are already certified and wish to attain a professional certificate with the graduate degree.

Certificates and Endorsements

- Principal
- School Counselor
- Professional Special Education Counselor
- Professional Reading Specialist
- Professional Educational Diagnostician
- Superintendent
- *English as a Second Language Endorsement
- *Gifted and Talented Endorsement
- *Contingent on availability from State Board for Educator Certification.

Admission to Graduate Study in Education

The following criteria must be successfully completed for admission to graduate programs at Texas A&M University-Texarkana:

1. A baccalaureate degree
2. Complete the Graduate Program Application
3. A 2.5 GPA on the last 60 semester hours of undergraduate study
4. 3 positive letters of Academic Recommendation
5. A positive record of life and professional experiences
In an essay format, students will describe their various life and professional experiences. Examples of experiences may include, but are not limited to:
 - College/University clubs and organizations
 - Leadership in Girl/Boy Scouts (or similar organizations)
 - Civic Organizations
 - Participation with non-profit organizations
 - Church leadership activities
 - Military
 - Professional and/or job activities
6. A written summary of professional interest and commitment
In a letter format, students will relate their thoughts and plans for their chosen program, and how the selected degree may be used in the future.

During the **first semester of enrollment**, students must obtain the Program Application from the Graduate Studies Office. The completed application will then be returned to the Graduate Studies Office along with written documents #5 and #6 listed above. The letters of Academic Recommendation will be forwarded directly to the Graduate Studies Office. All documents must be received in the Graduate Studies Office during students' **first semester of enrollment**.

Requirements for Degrees and Certificates

The following section is a guide, not an official degree plan or certificate plan. The background and goal of each student is unique, and each should secure an individual plan.

Master of Education Degree (MEd)

1. Complete all general requirements as outlined under "Master's Degree Graduation Requirements" including satisfactory performance on the Comprehensive Examination administered by the college. (Education Administration students see specific comprehensive exam requirements listed with degree requirements).
2. Must hold a bachelor's degree and provisional certificate. (Exception: Education Administration)
3. Professional Certification: Completion of the academic requirements for a professional certificate is required to qualify for the Master of Education degree. (Exception: Educational Administration)
4. Approved Program: Complete 36 SCH in accordance with the degree program chosen.
 - a. Major: 18 to 24 hours in the major area of study
 - b. Electives: 12 to 18 hours in approved courses related to pertinent certification.

Master of Science Degree (MS)

1. Fulfill all general requirements for a graduate degree as outlined under "Master's Degree Graduation Requirements" including satisfactory performance on the Comprehensive Examination administered by the division.
2. Complete a 36 SCH program consisting of:
 - a. Major: 18 to 24 SCH in the major area of study
 - b. Electives: 12 to 18 SCH in approved courses outside the major.

Degree: Master of Science Major: Adult Education Certificate: None

In July, 2001, Texas A&M University-Texarkana received authorization to offer a major in Adult Education effective September 2001.

Graduates of this program will be prepared for careers in which they work directly with other adults in a teaching/training capacity. Currently, there is no certification procedure for persons working in Adult Education.

The educational objectives of this program include the following:

1. To teach prospective adult educators both the traditional and progressive instructional methods appropriate in a wide variety of environments.
2. To provide adult educators with the theoretical and philosophical foundations necessary to establish an education/training function at their work site.
3. To teach adult educators techniques of planning and evaluating educational programs, workshops, and conferences.
4. To ensure that graduates of this program are able to assume a leadership role in developing and administering Adult Education programs.
5. To enable graduates to address the particular learning needs and styles of adult students.
6. To enable Adult Educational graduates to be effective agents for organizational change and progress.

For specific information regarding the major in Adult Education, contact Dr. Glenda Ballard, (903) 223-3132, or the Education Department, (903) 223-3043.

Interdisciplinary Core Course

Psy 540 Research Practicum (or equivalent)

Major Courses

AE 525 History of Adult Education
 AE 526 Philosophical Foundations of Adult Education
 AE 527 Program Planning in Adult Education
 AE 528 Instructional Methods in Adult Education
 AE 529 Leadership in Adult Education Programs
 AE 588 Practicum in Adult Education

Elective Area

15 SCH Electives in supporting fields as approved by Faculty Advisor

Degree: Master of Science Major: Elementary Education

Interdisciplinary Core Course

ED 520 Education Research Literature and Techniques

Major Courses

ED 510 Curriculum Studies
 Sped 540 Introduction to Individuals with Exceptionalities
 ED 547 Evaluating Learning
 ED 551 Innovative Teaching Strategies
 ED 593 Teaching in a Multicultural Setting
 6 SCH Approved Education electives

Elective Area

12 SCH Electives outside major (See Endorsement Emphasis Options for possible inclusion)

Degree: Master of Education Major: Elementary Education Certificate: Professional All-Level Reading Specialist

Interdisciplinary Core Course

ED 520 Education Research Literature and Techniques

Major Courses

ED 510 Curriculum Studies
 ED 547 Evaluating Learning
 Rdg 560 Diagnostic and Remedial Reading*
 Rdg 561 Clinical Practicum in Reading*
 Rdg 562 Prescriptive Reading*
 Rdg 563 Teaching Reading in the Content Area
 ED 593 Teaching in a Multicultural Setting
 *Prerequisite: Foundation course in Reading; Reading 560 and 561 must be taken concurrently

Foundation Courses

Eng 555 Linguistics
 Psy 543 Human Growth and Development

Elective Area

6 SCH Approved electives

Degree: Master of Science Major: Secondary Education Certificate: None

Interdisciplinary Core Course

ED 520 Education Research Literature and Techniques

Major Courses

ED 510 Curriculum Studies
 Sped 540 Introduction to Individuals with Exceptionalities
 ED 547 Evaluating Learning
 ED 551 Innovative Teaching Strategies
 ED 593 Teaching in a Multicultural Setting
 6 SCH Approved Education electives

Elective Area

12 SCH Electives outside major
 (See Endorsement/Emphasis options for possible inclusion)

Degree: Master of Education Major: Secondary Education Certificate: Professional All-Level Reading Specialist

Interdisciplinary Core Course

ED 520 Education Research Literature and Techniques

Major Courses

ED	510	Curriculum Studies
ED	547	Evaluating Learning
Rdg	560	Diagnostic and Remedial Reading*
Rdg	561	Clinical Practicum in Reading*
Rdg	562	Prescriptive Reading*
Rdg	563	Teaching Reading in the Content Area
ED	593	Teaching in a Multicultural Setting

*Prerequisite: Foundation course in Reading; Reading 560 and 561 must be taken concurrently

Foundation Courses

Eng	555	Linguistics
Psy	543	Human Growth and Development

Elective Area

6	SCH	Approved electives
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Degree: Master of Science**Major: Special Education****Certificate: None****Interdisciplinary Core Course**

ED	520	Education Research Literature and Techniques
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Major Courses

18-24	SCH	Approved Special Education courses
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Elective Area

9-15	SCH	Approved courses outside major
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Note: This program is designed for those who are all ready certified in Special Education and do not wish to seek additional certification.

Degree: Master of Education**Major: Special Education****Certificate: Professional Educational Diagnostician****Interdisciplinary Core Course**

ED	520	Education Research Literature and Techniques
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Major Courses

Sped	540	Introduction to Individuals with Exceptionalities
ED	541	Evaluation of Individuals with Exceptionalities
Sped	549	Appraisal of Individuals with Exceptionalities
ED	550	Indiv. Instruc: Disabled Students 3-8
Sped	559	Indiv. Instruc: Disabled Students 6-14
Sped	564	Indiv. Instruc: Disabled Students 12-21
ED	566	Behavior Management & Motivation

Foundation Courses

Psy	516	Psychology of Learning
Psy	533	Psychological Testing*

Psy 543 Human Growth and Development

Psy 572 Intelligence Testing

*Prerequisite: Statistical Methods course

Degree: Master of Education**Major: Educational Administration****Certificate: Principal****Major Courses**

Ed	520	Education Research Literature and Techniques
EdAd	531	Instructional Leadership
EdAd	571	Personnel Administration
EdAd	574	Administration of Special and Compensatory Programs
EdAd	575	Public School Management and Supervision
EdAd	577	School Law
EdAd	578	School Finance
EdAd	579	The Principalship

Foundation Courses

Ed	510	Curriculum Studies
Ed	588	Internship
Ed	593	Teaching in a Multicultural Setting
EdAd	596	Forming School and Community Partnerships

The Equivalent TExES Principal's Exam will be used as a comprehensive exam for students completing the MEd degree in Education Administration. The exam will be administered three times each year and there will be a fee required.

Students are required to achieve a passing rate equivalent to 72% of the points on the exam. Contact faculty advisors in the Education Administration department for additional information.

Certification Only

The Principal and Superintendent certificates require the following courses, within the master's degree, and/or above a master's degree. In addition to completing the courses, applicants must have a Texas teaching certificate, a master's degree, and two years of acceptable teaching experience. The Principal or Superintendent certificate may be obtained by completing the following course requirements and successful completion of the appropriate TExES exam.

Principal Certificate**Core:**

Ed	510	Curriculum Studies
EdAd	531	Instructional Leadership
EdAd	577	School Law
EdAd	575	Public School Management and Supervision
Ed	593	Teaching in Multicultural Setting
ED	520	Education Research Literature and Techniques

Foundation:

EdAd 579	The Principalship
Ed 588	Internship

Specialization:

EdAD 571	Personnel Administration
EdAd 574	Administration of Special and Compensatory Programs
EdAd 578	School Finance
EdAd 596	School and Community Partnerships

To be eligible for a temporary principal certificate, applicant must have completed a minimum of 12 SCH from the Core, hold a master's degree and have at least 2 years teaching experience.

Superintendent Certificate

Minimum requirements for acceptance to the Superintendent Preparation Program:

- 1) Mid-management/Principal certification
- 2) Grade Point Average (GPA) of 3.50 on all graduate work completed.

Students must submit the following documents to the Office of Teacher Certification for admission to the Superintendent preparation program:

1. Application for Admission to the Superintendent preparation program
2. Letter of interest that includes why you wish to be a superintendent
3. Evidence of a successful education leadership project
4. Copy of Mid-management or Principal certificate
5. Transcript/s of all graduate work verifying a 3.50 GPA

Upon approval for acceptance by the Educational Administration department to the superintendent preparation program, a certificate plan will be prepared and mailed to the student.

EdAd 590	Governance and Politics in Public Schools
EdAd 598	Business & Support Services
EdAd 591	Superintendent Internship
EdAd 594	Executive Leadership

Student must hold the Principal certificate to be eligible for the Superintendent certification.

Certification Endorsements and Emphasis Options**Gifted and Talented Education Endorsement***

Sped 512	Characteristics of Gifted and Talented
Sped 513	Identification and Assessment of Gifted and Talented
Sped 514	Curriculum for the Gifted and Talented
Sped 515	Counseling and Guidance of Gifted and Talented
Sped 516	Practicum with the Gifted and Talented

*Contingent on availability from the State Board for Educator Certification (SBEC).

Emphasis in Reading Education

Rdg 501	Fundamentals of Reading Instruction
Rdg 560	Diagnostic and Remedial Reading*
Rdg 561	Clinical Practicum in Reading*
Rdg 562	Prescriptive Reading
Rdg 563	Tchg. Reading in the Content Areas

(*must be taken concurrently)

Note: This is not the Professional Reading Specialist Certification.

Emphasis in Science Education

Sced 503	Strategies for Teaching Science
Sced 504	Guiding Student Research in Science
Sced 505	Teaching Environmental Science
Sced 529	Workshop in Science
Sced 597	Special Topics

Note: The term "emphasis" does not indicate completion of all requirements for additional certification.

Degree: Master of Science
Major: Counseling Psychology
(45 SCH)

Eligibility: Certified School Counselor

Purpose of the Degree Program

Students who earn this degree and have completed three years of public school teaching and passed the EXCET examination will be eligible to apply for certification as an All-level Counselor in the State of Texas. This degree will also meet the educational requirements for other counseling positions such as student personnel or career counselor positions at a number of two and four year colleges or universities.

Upon successful completion of the master's degree program, three (3) years of classroom teaching experience and successful passing of the EXCET examination, student can apply through the University to the State Board for Educator Certification, which grants the counselor certification.

Prerequisite Courses

Psy 426	Applied Psychology (Prereq. for Coun 510)
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Interdisciplinary Core Course

Psy 540	Research Literature and Techniques
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Major Courses

Coun 510	Counseling Theories
Coun 511	Introduction to Counseling Services
Coun 512	Career Development & Information
Coun 516	Practicum in Counseling
Coun 517	Counseling and Voc. Student Identif. and Analysis

Coun	520	Multicultural Issues in Counseling
Coun	523	Planning and Organizing Counseling and Voc. Programs
Coun	525	Internship I
Coun	526	Internship II
Coun	528	Group Procedures in Counseling
Psy	543	Human Growth and Development
Psy	575	Ethics in Psychology
6	SCH	Elective in Counseling or Psychology

Students planning to be Elementary School Counselors must take Coun 508, Counseling in the Elementary School as one (1) of their electives.

School Counselor Options

1. Eligibility: Licensed Professional Counselor (54 SCH)

Prerequisite: Completion of the Certified School Counselor Program (must complete 45 credit hours)

Purpose of the Program

The required courses of this program meet current academic eligibility requirements of the Texas State Board Examiners of Licensed Professional Counselors. Students completing the following items satisfy the academic requirements to sit for the LPC examination.

Prerequisite Courses

Psy	316	Abnormal Psychology (prereq. for Psy 503)
Math	453	Statistics (prerequisite for Psy 533)

Major Courses

Psy	503	Psychology of Behavioral Disorders
Psy	533	Psychological Testing
Psy	571	Personality Assessment

2. Eligibility: Certified Vocational Counselor (48 SCH)

- Completion of the School Counselor Certificate.
- Completion of Coun 522, History and Principles of Vocational Education.
- Three years of acceptable experience in an occupation or occupations for which vocational education is being conducted in the Texas public secondary schools (may also include up to two years of classroom teaching experience) or two years classroom teaching experience in an approved vocational education program.
- Students are required to submit a Statement of Qualifications form to the Certification Office. The University will determine if the experience is appropriate for the certificate.

BEHAVIORAL SCIENCES

Admission

Counseling Psychology



BEHAVIORAL SCIENCES GRADUATE PROGRAMS

Behavioral Sciences offer a Master of Science (MS) Degree with a major in Counseling Psychology which prepares the student for academic eligibility for Credentialing as a Licensed Professional Counselor, Psychological Associate or School Counselor.

Admission to Graduate Study in Behavioral Sciences

The following criteria must be successfully completed for admission to graduate programs at Texas A&M University-Texarkana:

1. A baccalaureate degree
2. Complete the Graduate Program Application
3. A 2.5 GPA on the last 60 semester hours of undergraduate study
4. 3 positive letters of Academic Recommendation
5. A positive record of life and professional experiences
In an essay format, students will describe their various life and professional experiences. Examples of experiences may include, but are not limited to:
 - College/University clubs and organizations
 - Leadership in Girl/Boy Scouts (or similar organizations)
 - Civic Organizations
 - Participation with non-profit organizations
 - Church leadership activities
 - Military
 - Professional and/or job activities
6. A written summary of professional interest and commitment
In a letter format, students will relate their thoughts and plans for their chosen program, and how the selected degree may be used in the future.

During the **first semester of enrollment**, students must obtain the Program Application from the Graduate Studies Office. The completed application will then be returned to the Graduate Studies Office along with written documents #5 and #6 listed above. The letters of Academic Recommendation will be forwarded directly to the Graduate Studies Office. All documents must be received in the Graduate Studies Office during students' **first semester of enrollment**.

Course Prerequisites

Some courses have prerequisites required. Students should review the catalog for course descriptions and become aware of these prerequisites. Students are responsible for assuring that the prerequisites are completed as required.

Degree: Master of Science
Major: Counseling Psychology
(48 SCH)

Eligibility: Licensed Professional Counselor

Purpose of the Degree Program

The required courses of this program meet current academic eligibility requirements of the Texas State Board of Examiners of Licensed Professional Counselors. Students completing this program of study satisfy the academic requirements to sit for this examination.

Prerequisite Courses

Psy	316	Abnormal Psy. (Prereq. for Psy 503)
Psy	426	Applied Psy. (Prereq. for Coun 510)
Math	453	Statistics (Prereq. for Psy 533)

Interdisciplinary Core Course

Psy	540	Research Literature and Techniques
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Major Courses

Coun	510	Counseling Theories
Coun	511	Introduction to Counseling Services
Coun	512	Career Development and Information
Coun	516	Practicum in Counseling
Coun	520	Multicultural Issues in Counseling
Coun	525	Internship I
Coun	526	Internship II
Coun	528	Group Procedures in Counseling
Psy	503	Psychology of Behavior Disorders
Psy	516	Psychological Theories of Learning
		or
Psy	535	Behavior Modification
Psy	533	Psychological Testing
Psy	543	Human Growth and Development
Psy	571	Personality Assessment
Psy	575	Ethics in Psychology
3	SCH	Elective in Counseling or Psychology

Degree: Master of Science
Major: Counseling Psychology
(51 SCH)

Eligibility: Psychological Associate

Purpose of the Degree Program

For those students interested in becoming Psychological Associates, this program meets the current academic eligibility requirements of the Texas State Board of Examiners of Psychologists to sit for the examination. Students completing this program of study satisfy the academic requirements to sit for the state licensing exam.

Prerequisite Courses

Psy	316	Abnormal Psy. (Prereq. for Psy 503)
Psy	426	Applied Psy. (Prereq. for Coun 510)
Math	453	Statistics (Prereq. for Psy 533)

Interdisciplinary Core Course

Psy	540	Research Practicum
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Major Courses

Coun	510	Counseling Theories
Coun	512	Career Development and Information
Coun	516	Practicum in Counseling
Coun	520	Multicultural Issues in Counseling
Coun	525	Internship I
Coun	526	Internship II
Coun	528	Group Procedures in Counseling
Psy	503	Psychology of Behavior Disorders
Psy	516	Psychological Theories of Learning
or		
Psy	535	Behavior Modification
Psy	533	Psychological Testing
Psy	543	Human Growth and Development
Psy	571	Personality Assessment
Psy	572	Intelligence Testing
Psy	575	Ethics in Psychology
6	SCH	Elective in Counseling or Psychology

Degree: Master of Science
Major: Counseling Psychology
(45 SCH)

Eligibility: Licensed Professional Counselor
and Psychological Associate
(54 SCH)

Purpose of the Degree Program

For those students interested in becoming Licensed Professional Counselors and Psychological Associates, this program meets the current academic eligibility requirements of the Texas State Board of Examiners of Psychologists and the Texas State Board of Examiners of Licensed Professional Counselors. Students completing this program of study satisfy the academic requirements to sit for the state licensing exam.

Prerequisite Courses

Psy	316	Abnormal Psychology (Prereq. for Psy 503)
Psy	426	Applied Psychology (Prereq. for Coun 510)
Math	453	Statistics (Prereq. for Psy 533)

Interdisciplinary Core Course

Psy	540	Research Practicum
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Major Courses

Coun	510	Counseling Theories
Coun	511	Introduction to Counseling Services
Coun	512	Career Development & Information
Coun	516	Practicum in Counseling
Coun	520	Multicultural Issues in Counseling
Coun	525	Internship I
Coun	526	Internship II
Coun	528	Group Procedures in Counseling
Psy	503	Psychology of Behavior Disorders
Psy	516	Psychological Theories of Learning
or		
Psy	535	Behavior Modification
Psy	533	Psychological Testing
Psy	543	Human Growth and Development
Psy	571	Personality Assessment
Psy	572	Intelligence Testing
Psy	575	Ethics in Psychology
6	SCH	Elective in Counseling or Psychology



BUSINESS

Admission
Business



Business students, under the direction of management professor, Dr. James Harbin, pause for a photo during an annual field trip to Mexico City.

BUSINESS GRADUATE PROGRAMS

The College of Business offers a Master of Business Administration (MBA), or a Master of Science in Accounting (MSA) and Master of Science in Business Administration (MS).

Admission to Graduate Study in Business Administration

Applicants must meet the following standards prior to or no later than the end of the first semester of enrollment as a degree-seeking student. Failure to do so will prohibit continued enrollment.

The following criteria must be successfully completed for admission to graduate programs at Texas A&M University-Texarkana:

1. A baccalaureate degree
2. Complete the Graduate Program Application
3. A 2.5 GPA on the last 60 semester hours of undergraduate study
4. 3 positive letters of Academic Recommendation
5. A positive record of life and professional experiences
In an essay format, students will describe their various life and professional experiences. Examples of experiences may include, but are not limited to:
 - College/University clubs and organizations
 - Leadership in Girl/Boy Scouts (or similar organizations)
 - Civic Organizations
 - Participation with non-profit organizations
 - Church leadership activities
 - Military
 - Professional and/or job activities
6. A written summary of professional interest and commitment
In a letter format, students will relate their thoughts and plans for their chosen program, and how the selected degree may be used in the future.

During the **first semester of enrollment**, students must obtain the Program Application from the Graduate Studies Office. The completed application will then be returned to the Graduate Studies Office along with written documents #5 and #6 listed above. The letters of Academic Recommendation will be forwarded directly to the Graduate Studies Office. All documents must be received in the Graduate Studies Office during students' **first semester of enrollment**.

Course Prerequisites

Some courses have prerequisites required. Students should review the catalog for course descriptions and become aware of these prerequisites. Students are responsible for assuring that the prerequisites are completed as required.

Thesis Option

Students may obtain a degree by completing 30 graduate hours and writing a six-semester hour thesis on a topic approved by the advisory committee or by pursuing a 36-semester hour program with no thesis. In either program, a minimum of 36 graduate semester hours are required for a graduate degree from the Department of Business Administration.

Degree: Master of Business Administration (MBA)
Major: Business Administration

Undergraduate Prerequisites

6	SCH	Principles of Accounting I and II or
Acct	526	Accounting for Managers
6	SCH	Elements of Economics or
Econ	510	Economics for Managers
3	SCH	Corporate Finance or its equivalent

Major: Business Administration

Acct	524	Legal, Regulatory and Ethical Environment of Business
Acct	525	Administrative Controls
Econ	576	Macroeconomic Theory and Policy or
Econ	578	Managerial Economics
Fin	565	Managerial Finance
Mgt	527	Management Policy and Strategy (Capstone Course)
Mgt	540	International Business
Mgt	575	Management Science
Mgt	594	Organizational Behavior and Management
MIS	528	Management Information Systems
Mkt	521	Marketing Management
6	SCH	Business Electives

Total hours for degree: 36 SCH

Degree: Master of Science in Accounting (MSA)
Major: Accounting

Undergraduate Prerequisites

Acct	2301	Principles of Accounting I
Acct	2302	Principles of Accounting II
Busi	2301	Business Law
Math	453	Statistics
Econ	2301	Elements of Economics I
Econ	2302	Elements of Economics II
Fin	454	Financial Management
Mgt	395	Principles of Management

Mkt	363	Principles of Marketing
Mis	301	Microcomputers in Business
Acct	321	Intermediate Accounting I
Acct	322	Intermediate Accounting II
Acct	323	Intermediate Accounting III
Acct	324	Income Tax Accounting
Acct	421	Governmental Accounting
Acct	425	Cost Accounting
Acct	429	Accounting Systemes
3	SCH	Speech

Major Courses

Acct	521	Income Tax for Partnerships and Corporations
Acct	522	Study in Advanced Accounting Applications
Acct	523	Financial Accounting Seminar
Acct	524	Legal, Regulatory & Ethical Environment of Business
Acct	525	Administrative Controls
Acct	527	Seminar in Auditing
Econ	576	Macroeconomic Theory and Policy
Mgt	527	Managerial Policy & Strategy *(Capstone course)
Mkt	521	Marketing Management

Other Courses

9	SCH	Approved Business Electives
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Total number of hours for degree: 36 SCH

***Note:** *Mgt 527 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. Students must make a grade of B or above, and the course must be completed during the last semester of enrollment. This capstone course replaces the comprehensive exam requirement.

Prerequisites: Acct 526, Econ 577 and 576, Mgt 594, Mkt 526, and consent of instructor.

See undergraduate Business Administration section of catalog for requirements for the Integrated Accounting program for undergraduates)

**Degree: Master of Science (MS)
Major: Business Administration**

Acct	524	Legal, Regulatory & Ethical Environment of Business
Acct	526	Accounting for Managers
Econ	576	Macroeconomic Theory and Policy
Econ	577	History of Economic Thought
Mkt	521	Marketing Management
Mgt	527	Management Policy & Strategy (Capstone Course)
Mgt	540	International Business
Mgt	594	Organizational Behavior & Management
12	SCH	Graduate Business Electives

Total hours for degree: 36 SCH

***Note:** *Mgt 527 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. Students must make a grade of C or above, and the course must be completed during the last semester of enrollment. This capstone course replaces the comprehensive exam requirement.

Prerequisites: Acct 526, Econ 577 and 576, Mgt 594, Mkt 521, and consent of instructor.



Undergraduate Courses

Courses are three semester hours (SCH) unless otherwise noted.

Accounting (ACCT)

- 320. Accounting & Finance Concepts.** Course covers financial and managerial accounting issues that confront economic entities. It is oriented towards undergraduate students who will eventually use, rather than prepare, accounting reports. NOTE: BBA students cannot take this course for credit without consent of advisor.
- 321. Intermediate Accounting I.** Accounting principles and procedures essential to the preparation of financial statements. Specific topics covered include present value concepts, cash and receivables, and inventories. Prerequisite: Acct 2301 and Acct 2302.
- 322. Intermediate Accounting II.** A continuation of Accounting 321 includes such topics as fixed assets and depreciation, intangibles, liabilities, stockholders equity, earnings per share and investments. Prerequisite: Acct 321.
- 323. Intermediate Accounting III.** A continuation of Accounting 322 and includes such topics as revenue recognition, deferred taxes, pensions, leases, error analysis, cash flows and full disclosure. Prerequisite: Acct. 322.
- 324. Income Tax Accounting.** 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.
- 325. Managerial Accounting.** 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.
- 421. Governmental Accounting.** A discussion of non-profit accounting to include the fund entity concept used primarily for accounting and financial reporting for municipalities, hospitals, colleges and other non-profit organizations. In addition, partnership accounting will be covered to include income distributed, dissolution and liquidation. Prerequisite: Acct 321 or consent of instructor.
- 425. Cost Accounting.** 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.

429. Accounting Systems. The investigation, construction and installation of accounting systems. Students will receive hands-on experience with a computerized accounting system. Prerequisite: Acct 322.

489. Individual Study. Individual instruction. May be repeated when topics vary.

Art (Art)

369. Principles & Elements of Art. This course focuses on the terminology of art principles and elements and instructs the student how to use art materials/equipment. Why cultures create and use art is also examined, as is the creation of art lessons that utilize different modes of art: culturally, spatially, historically, and materially.

Biological Science (BSC)

307. General Ecology. The principles of ecology, with special reference to populations and their ecosystems, distribution, biotic communities and environmental relationships. Field trips required. Prerequisites: Two semesters of biology. Offered every fall semester.

308. Invertebrate Zoology. Explore the diversity of invertebrate types, morphologically, embryologically, and physiologically. The ecological role of invertebrates will be emphasized. Prerequisites: Two semesters of biology. Offered every spring semester.

310. Genetics. Principles of heredity and variation and their application to plants, lower animals and man. Prerequisites: Two semesters of biology. Offered every spring semester.

315. Functional Neuroanatomy. This course is designed to provide Pre-Health track students with an understanding of functional neurology. The course will focus on the areas of basic neuroanatomy/physiology, neuropsychology, neurolinguistics, developmental neurobiology, neuropathology, and the nature and assessment of common diseases of the nervous system. Prerequisites: Two semesters of Human Anatomy and Physiology, or permission of the instructor. Offered every spring semester.

317. Pathophysiology. The overall objective of this course is to understand the biologic basis for the disease processes in children and adults. Central concepts, symptoms, treatment, and prognosis will be discussed. The major emphasis will be on the morphological and physiological factors that underlie pathogenesis. The course is designed especially for nursing students. Prerequisites: permission of instructor. Offered every fall semester.

402. Cell Biology. A study of the morphology and physiology of the cell and cell organelles, including basic facts, concepts and problems in modern biology. Pre-

- requisites: Two semesters of biology. Offered every fall semester.
- 405. Vertebrate Field Biology.** (6 sch) The study of basic field methods involved in the study of vertebrates and their populations, especially those of the Ark-La-Tex region. Prerequisites: Two semesters of Biology. Offered Summer I each year.
- 409. Comparative Animal Physiology.** (4 sch) The study of the physiology of the Kingdom Animalia, to include both invertebrates and vertebrates. Evidence from different groups of organisms will be examined to identify the general principles and variations of functional physiological mechanisms. Subject matter includes nervous and endocrine system controls and integration, metabolism and temperature regulation, respiration, circulation, water and ion balance, excretion, digestion, reproduction, and immune function. Prerequisites: Two semesters of biology. Offered Summer II in odd numbered years.
- 410. Biochemistry I.** Biochemistry 410 is the first semester of a one-year course. The first semester covers the structure, function, and metabolism of amino acids and proteins and simple and complex carbohydrates. Emphasis will be on understanding biochemistry from a biological point of view and on providing information on how biochemical events are regulated in living tissues. Prerequisites: General Chemistry I and II and Organic Chemistry I and II. (Cross-listed with Chem 410.) Offered every fall semester.
- 411. Biochemistry II.** Biochemistry 411 is the second semester of a one-year course. The second semester covers the structure, function, and metabolism of lipids and nucleic acids. Emphasis will be on understanding biochemistry from a biological point of view and on providing information on how biochemical events are regulated in living tissues. Prerequisites: General Chemistry I and II, Organic Chemistry I and II, and Biochemistry I (BSC 410). (Cross-listed with Chem 411.) Offered every spring semester.
- 436. Mammalogy.** The study of the vertebrate Class Mammalia, to include classical taxonomy, ecology, natural history, and diversity as well as mammalian adaptations associated with nutrition, locomotion, behavior, thermoregulation, and genetics. Emphasis will be on those species found in the southwestern United States (particularly Arkansas and Texas). Prerequisites: Two semesters of Biology. Offered in fall semester of odd numbered years.
- 437. Herpetology.** A survey of the vertebrate Classes Amphibia and Reptilia, including frogs and toads, caecilians, salamanders, turtles, lizards, amphibians, snakes, rhynchocephalans, and crocodilians. The study of classical taxonomy, ecology, natural history, and diversity as well as amphibian and reptilian adaptations associated with nutrition, locomotion, behavior, thermoregulation, and reproduction. The course will focus on the evolution of amphibian and reptilian lineages and the evolutionary ecology of the major groups. Emphasis will be on those species found in the southwestern United States (particularly the ARK-LA-TEX region). Prerequisites: Two semesters of Biology. Offered in spring semester of even numbered years.
- 438. Ichthyology.** The study of the vertebrate Classes Agnatha, Chondrichthyes, and Osteichthyes, to include classification, phylogeny, morphology, and ecology of fishes as well as adaptations associated with nutrition, locomotion, behavior, thermoregulation, and reproduction. Emphasis will be on those freshwater species found in North America, particularly Arkansas and Texas. Prerequisites: Two semesters of Biology. Offered in fall semester of even numbered years.
- 449. Vertebrate Histology.** 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. Prerequisites: Two semesters of Biology, Anatomy and Physiology and/or permission of instructor. Offered in spring semester of even numbered years.
- 450. Limnology.** Study of the biological, chemical, and physical characteristics of the freshwater environment. Prerequisites: Two semesters of biology. Offered in fall semester of odd numbered years.
- 464. Independent Research.** Research in Biology conducted under faculty guidance. Prerequisites: Two semesters of Biology and approval of Science Program Director. Offered every semester.
- 466. Evolutionary Biology.** Basic principles, mechanisms, and patterns of evolutionary biology including a historical survey of related ideas. Prerequisites: Two semesters of biology. Offered in fall semester of even numbered years.
- 470. Parasitology.** The study of animal parasites, including protozoans, trematodes cestodes, nematodes, arthropods, and other minor groups (pentastomids, acanthocephalans) with an emphasis on medically important parasites of humans. The laboratory is designed to teach students the basics of identification of common parasites of both humans and animals. Prerequisites: Two semesters of Biology. Offered in spring semester of odd numbered years.
- 472. Introduction to Forensic Science.** 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. Strongly recommended for Criminal Justice majors and Pre-Allied Health track students in Biology. Prerequisites: Junior or Senior standing. (Cross-listed with CJ 472.) Offered in spring semester of odd numbered years.

- 481. Seminar in Biology.** (1 sch) Student participation in general and specific topics in biology. May be repeated in a different topic. Usually taken during last semester or last year. Prerequisites: Two semesters of biology. Offered every spring semester.
- 489. Individual Study.** Individual instruction. May be repeated when topics vary. Prerequisites: Two semesters of biology and approval of Science Program Director. Offered as needed.
- 497. Special Topics.** Organized class. May be repeated when topics vary. Special courses designed to cover areas of specific interest. (1-3 sch) Prerequisites: Two semesters of biology and approval of Science Program Director. Offered as needed.

Chemistry (CHEM)

- 405. Environmental Chemistry.** This course will explore the nature of soil, air, water, and the impact of man on these systems. Included will be studies of local industries and municipalities with respect to their environmental monitoring and assessment programs. The laboratory will involve basic water, air, and soil sampling, and analytical techniques. Prerequisites: Two semesters of science including Chemistry. Offered in spring semester of even numbered years.
- 410. Biochemistry I.** Biochemistry 410 is the first semester of a one-year course. The first semester covers the structure, function, and metabolism of amino acids and proteins and simple and complex carbohydrates. Emphasis will be on understanding biochemistry from a biological point of view and on providing information on how biochemical events are regulated in living tissues. Prerequisites: General Chemistry I and II and Organic Chemistry I and II. (Cross-listed with BSC 410.) Offered every fall semester.
- 411. Biochemistry II.** Biochemistry 411 is the second semester of a one-year course. The second semester covers the structure, function, and metabolism of lipids and nucleic acids. Emphasis will be on understanding biochemistry from a biological point of view and on providing information on how biochemical events are regulated in living tissues. Prerequisites: General Chemistry I and II, Organic Chemistry I and II, and Biochemistry I (BSC 410). (Cross-listed with BSC 411.) Offered every spring semester.

- 489. Individual Study.** Individual instruction. May be repeated when topics vary. Offered as needed.

Communications (COMM)

- 305. Media Law and Ethics.** A study of the evolution, rights and restrictions of the media. The influence of constitutional rights, statutory restrictions, court precedents, self-imposed and public restrictions on news coverage and ethics of journalism. Prerequisite: Comm 1307.
- 306. Broadcast News (Radio Production).** This course introduces the techniques of gathering, analyzing, and writing news and features for broadcast. Practice in interviewing, observation, and use of documentary references that include computer information retrieval and analysis skills.
- 350. Advanced Technological Communication.** This course is designed to develop a comfort with technology and its application to communication. Emphasis is placed on computer assisted presentations, software/hardware analysis, and the design and execution of instruction using electronic means.
- 380. Advanced Professional Communications.** This course requires students to research sources for their profession at an advanced level and to prepare proposals, reports, various documents, and presentations required by complex modern organizations. The focus is professional oral, non-verbal, and written communication for the 21st Century. Prerequisite: Six SCH of composition and/or rhetoric, junior standing; keyboard and word processing skills. (Note: Replaces IS 380. Students may apply only 3 hours from IS 380, Comm 380 or GBus 380 to meet degree requirements.)
- 417. Advertising.** To gain an understanding of the role of advertising and how an advertising agency functions and examines global issues impacting advertising and the increasingly global nature of advertising campaigns. Understand the role of diverse cultures in selecting and targeting ad campaigns. Students will be introduced to key concepts and approaches in the industry. The course proceeds through a combination of lectures, seminars, workshops and readings.
- 418. Introduction to Public Relations.** The objective of this course is to learn and gather, analyze, organize, synthesize, and communicate information needed in the public relations profession. (Cross listed with GBus 468.)

Criminal Justice (CJ)

- 301. The Criminal Justice System-Police, Courts, Corrections.** Philosophy and history of criminal justice in America and analysis of the structure, functions, and inter-relationships of the components of the modern criminal justice system (police, courts, correc-

- tions). Not open to those who have taken the lower division CJ core. Prerequisite: Soci 1301.
- 310. The Juvenile Justice System.** 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. Prerequisite: CJ1301 or 301.
- 315. Law and Society.** Social problems in a legal context. The nature, functions, limitations, and objectives of law in relationship to such problems as poverty, drug addiction, abortion, euthanasia, mental illness; the changing role of the law in attempts to solve social problems; ethical issues in criminal justice.
- 320. Deviance and Deviant Behavior.** Introduction to the general phenomena of social deviance with primary emphasis given to non-criminal deviants and deviations and victimless crimes including mental disorders, drug use, prostitution, homosexuality. Attention is given to the scope of the field and other theoretical issues. Prerequisite: Soci 1301. (Cross-listed with Soc 320).
- 325. Crime and Delinquency.** 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. Prerequisite: Soci 1301. (Cross-listed with Soc 325).
- 330. Institutional Corrections, Theory and Practice.** Examinations of the historical development of corrections including concepts of punishment and rehabilitation; emphasis on institutional corrections from conviction to release. Prerequisite: CJ 1301 or 301. (Cross-listed with Soc 432).
- 340. Criminal Law and Procedure.** History and philosophy of modern substantive criminal law with an emphasis on the Texas Penal Code. Definitions and elements of principle crimes, criminal liability, and defenses to criminal penalties. Prerequisite: CJ 1301 or 301, CJ 315.
- 350. Types of Crime.** A detailed analysis of four major categories of crime; white collar, street crime, organized and consensual crime and violent crime. Prerequisite: CJ 1301 or 301.
- 360. Probation, Parole and Community Corrections.** A survey and analysis of probation and parole as well as other community reintegration efforts; boot camps, halfway houses, restitution centers, electronic monitoring, and other community centered programs. Prerequisite: CJ 1301 or 301.
- 380. Ethnic and Cultural Minorities.** The ethnic and national heritage of the several notable cultural groups in the State of Texas. Emphasis is given to the diverse cultural heritages and the contributions these groups have made to our society. Prerequisite: Soci 1301. (Cross-listed with Soc 380).
- 400. Internship in Criminal Justice.** Supervised experience in a criminal justice agency. 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. There is a maximum of 9 SCH for an internship, with only 3 SCH counted for the major. Prerequisite: CJ 310, 360, 420, and Senior standing.
- 420. Administration of Criminal Justice Agencies.** Analysis of modern administration theory and management principles and their application to the unique operating problems of criminal justice organizations. Prerequisite: Mgt 395; CJ 1301 or 301.
- 425. Cybercrimes.** This course will examine the use of computer technology in the commission of traditional and non-traditional crimes. The course will focus on the methodology in which cybercrimes have influenced law enforcement agencies, course, and society. Cross listed with MIS 425.
- 430. Constitutional Issues: Rights of Accused and Convicted Offenders.** Examination of state and federal constitutional rights and guarantees for the offender; rights and privileges of incarcerated offenders; constitutional rights of juveniles. Prerequisite: PSci 427.
- 454. Research Techniques in Criminal Justice.** Introduction to research methods and computer applications in criminal justice. Work processing, electronic spreadsheets, and introduction to major criminal justice databases. Prerequisite Complete one of the following—BCIS 1305, 1401, COSC 1301 or consent of instructor.
- 460. Civil Disruption, Terrorism, and Mass Violence.** Examination of historic and current trends in civil disruption from domestic/international perspective, and from civil disobedience to more violent means of dissent or revolt.
- 470. Police & Community Relations.** An examination of the interface between the police and the community they serve. Topics to be addressed 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.
- 472. Introduction to Forensic Science.** 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 physi-

cal evidence will be emphasized, including the use of DNA profiling. Strongly recommended for Criminal Justice majors and Pre-Allied Health track students in Biology. Prerequisites: Junior or Senior standing. (Cross-listed with BSC 472.) Offered in spring semester of odd numbered years.

- 480. **Criminological Theories.** 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.
- 485. **Seminar in Criminal Justice.** This is a course that is designed to provide students with a detailed understanding of the various agencies that make-up what is referred 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.
- 489. **Individual Study.** Individual instruction. May be repeated when topics vary.
- 497. **Special Topics.** Organized class. May be repeated when topics vary. Special courses designed to cover areas of specific interest. (1-3 sch)

Economics (ECO)

- 320. **Economic Concepts.** A survey of macro and micro economic principles.
- 489. **Individual Study.** Individual instruction. May be repeated when topics vary. Offered as needed.

Education (ED)

- 311. **Human Growth and Development.** Theories of children's growth and development are presented along with their relationship to learning and teaching. Cultural, emotional, physical, intellectual and learning differences are studied for their impact on learning abilities and educational opportunity.
- 321. **Effective Teaching and Evaluation.** Theories of learning will be presented along with their impact on strategies for effective teaching. Educational measurement and evaluation as used by schools will be studied. Theories relevant to the use of media and technology will be addressed.
- 401. **Early Childhood Education: History and Philosophy.** A study of the history of early childhood educational movements and the impact of past and present educational philosophies on the early childhood program. Prerequisites: Ed. 311, 321 or may be taken concurrently. (Offered once a year)
- 402. **Early Childhood Education: Organization and Materials.** Provides a study of organizational plans,

organizational procedures, physical facilities, and a survey of materials and equipment for early childhood classrooms. Prerequisites: Ed 311, 321 or may be taken concurrently. (Offered once each year)

- 403. **Early Childhood Education: Curriculum.** A comprehensive study of the curriculum including the areas of instruction, experience, and the use of materials for instructional purposes in early childhood. Prerequisites: Ed 311, 321 or may be taken concurrently (offered once a year)
- 430. **Classroom Management & Teaching Strategies Grades 4-8.** Students will learn about and demonstrate middle school 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: Admissions to the CPDT program.
- 431. **Curriculum Grades 4-8.** Philosophy and design of curriculum in today's middle schools will be studied. Unit planning and including accessing information through traditional sources as well as the new technologies will be addressed. A field experience component is required. Prerequisite: Admissions to the CPDT program.
- 441. **Classroom Management & Teaching Strategies Grades 8-12.** Intern teachers will learn about and demonstrate secondary teaching strategies such as exposition, demonstration, and inquiry. Also, interns will study, observe, and demonstrate an understanding of various classroom management theories. Technology currently used in the public school classroom will be utilized by the intern to demonstrate and address management and instructional topics. Field experience for the intern (4 hours per week) will be directed and supervised by an Instructional Leadership Team (ILT). Prerequisite: Admission to the CPDT Program. (This course replaced Ed 452.)
- 442. **Curriculum Grades 8-12.** Philosophy and design of curriculum in today's secondary schools will be studied. Unit planning including accessing information through traditional sources as well as the new technologies will be addressed. Field experience for the intern (4 hours per week) will be directed and supervised by an Instructional Leadership Team (ILT). Prerequisite: Admission to the CPDT Program. (This course replaces Ed 452.)
- 450. **Elementary and Middle School Classroom Management and Teaching Strategies.** Elementary education interns will learn and demonstrate strategies for instruction and classroom management. Technology currently used in the public school classroom will be utilized by the intern to demonstrate and address

management and instructional topics. Field experience for the intern (4 hours per week) will be directed and supervised by an instructional leadership team (ILT). Prerequisite: Admission to the CPDT Program.

- 451. Curriculum in the Elementary and Middle School.** Curriculum designs currently being used in elementary and middle schools will be studied as will strategies for the various subject areas. Methods for accessing and processing information through traditional as well as the new technologies will be addressed. Field experience for the intern (4 hours per week) will be directed and supervised by an instructional leadership team (ILT). Prerequisite: Admission to the CPDT Program.
- 469. Senior Seminar.** Students will be placed with an Instructional Leadership Team in a Texas public school (elementary or secondary). The student will be expected to assist the mentor teachers in the classroom, and to teach individuals and small groups. Prerequisites: Admission to CPDT Program or the ACP Program. Graded on Satisfactory (S) or Unsatisfactory (U) basis for 1 SCH.
- 470. Resident Teaching in the Elementary School I.** Resident teachers participate for 15 weeks full-time in an elementary school (grades 1-8) setting. Teaching by the resident teacher is directed and supervised by an Instructional Leadership Team (ILT). Seminars will be offered which will address legal and ethical issues of education, school organization and management, and uses of media in teaching. Prerequisites: Admission to the CPDT Program, completion of all professional education courses, and recommendation of the ILT. Graded on a Satisfactory (S) or Unsatisfactory (U) basis for 6 SCH.
- 471. Resident Teaching in the Elementary School II.** Resident teachers participate for 8 weeks full-time in an elementary school (grades 1-8) setting. Teaching by the resident teacher is directed and supervised by an Instructional Leadership Team (ILT). Students enrolled in this course are seeking dual certification and will spend an additional 7 weeks teaching either in early childhood or special education. Seminars will be offered which will address legal and ethical issues of education, school organization and management, and uses of media in teaching. Prerequisites: Admission to the CPDT Program, completion of all professional education courses, and recommendation of the ILT. Graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH.
- 472. Resident Teaching in the Elementary School III.** Resident teachers participate for 5 weeks full-time in an elementary school (grades 1-8) setting. Teaching by the resident teacher is directed and supervised by an Instructional Leadership Team (ILT).

Students enrolled in this course are seeking three certificates and will spend an additional 5 weeks teaching in an early childhood (kindergarten) setting and 5 weeks in a special education setting. Seminars will be offered which will address legal and ethical issues of education, school organization and management, and uses of media in teaching. Prerequisites: Admission to the CPDT Program, completion of all professional education courses, and recommendation of the ILT. Graded on a Satisfactory (S) or Unsatisfactory (U) basis for 2 SCH.

- 473. Resident Teaching in Early Childhood Education II.** Resident teachers participate for 7 weeks full-time in an early childhood (kindergarten) setting. Teaching by the resident teachers is directed and supervised by an Instructional Leadership Team (ILT). Students enrolled in this course are seeking dual certification and will spend an additional 8 weeks teaching in an elementary (grades 1-8) setting. Seminars will be offered which will address legal and ethical issues of education, school organization and management, and uses of media in teaching. Prerequisites: Admission to the CPDT Program, completion of all professional education courses, and recommendation of the ILT. Graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH.
- 474. Resident Teaching in Early Childhood Education III.** Resident teachers participate for 5 weeks fulltime in an early childhood (kindergarten) setting. Teaching by the resident teacher is directed and supervised by an Instructional Leadership Team (ILT). Students enrolled in this course are seeking three certificates and will spend an additional 5 weeks teaching in an elementary (grades 1-8) setting and 5 weeks teaching in a special education setting. Seminars will be offered which will address legal and ethical issues of education, school organization and management, and uses of media in teaching. Prerequisites: Admission to the CPDT Program, completion of all professional education courses, and recommendation of the ILT. Graded on a Satisfactory (S) or Unsatisfactory (U) basis for 2 SCH.
- 477. Resident Teaching in Secondary School I.** Resident teachers participate for 15 weeks full-time in a secondary school (grades 6-12) setting. Teaching by the resident teacher is directed and supervised by an Instructional Leadership Team (ILT). Seminars will be offered which will address legal and ethical issues of education, school organization and management, and uses of media in teaching. Prerequisites: Admission to the CPDT Program, completion of all professional education courses, and recommendation of the ILT. Graded on a Satisfactory (S) or Unsatisfactory (U) basis for 6 SCH.

- 485. EC-4 Teaching Methods.** A field based methods course that engages students in learning experiences directly in an EC-4 setting as well as in the classroom. The areas covered include language arts, social studies, physical education, music, science, and mathematics. Prerequisite: Ed 321, SPED 410, RDG 340 & 341.
- 488. Intern Practicum.** The Center for Professional Development and Technology intern will be placed with an Instructional Leadership Team in a Texas public school (elementary or secondary). The intern will be expected to assist the mentor teachers in the classroom, and to teach individuals and small groups. A minimum of 3 hours of field-based experience and one hour of class will be required each week. (Student must concurrently enroll in either ED 450, 451 or 452, 453.) Prerequisites: Admission to CPDT Program. Graded on Satisfactory (S) or Unsatisfactory (U) basis.
- 489. Individual Study.** Individual instruction. May be repeated when topics vary.
- 491. Resident Teaching Early Childhood-Grade 4.** Resident teachers participate for 15 weeks in an EC-4 setting. Teaching by the resident teacher is directed and supervised by an Instructional Leadership Team (ILT). Seminars will be offered which will address legal and ethical issues of education, school organization and management, and uses of media in teaching. Prerequisite: Admission to the CPDT program, completion of all professional education courses, and recommendation of a CPDT interview panel. Graded on a Satisfactory (S) or Unsatisfactory (U) basis for 6 sch.
- 492. Resident Teaching Grades 4-8.** Resident teachers participate for 15 weeks in a middle school setting. Teaching by the resident teacher is directed and supervised by an Instructional Leadership Team (ILT). Seminars will be offered which will address legal and ethical issues of education, school organization and management, and uses of media in teaching. Prerequisite: Admission to the CPDT program, completion of all professional education courses, and recommendation of a CPDT interview panel. Graded on a Satisfactory (S) or Unsatisfactory (U) basis for 6 sch.
- 493. Resident Teaching Grades 8-12** Resident teachers participate for 15 weeks in a secondary school setting. Teaching by the resident teacher is directed and supervised by an Instructional Leadership Team (ILT). Seminars will be offered which will address legal and ethical issues of education, school organization and management, and uses of media in teaching. Prerequisite: Admission to the CPDT program, completion of all professional education courses, and recommendation of a CPDT interview panel. Graded on a Satisfactory (S) or Unsatisfactory (U) basis for 6 sch.
- 494. Resident Teaching II Early Childhood-Grade 4.** Resident teachers participate for 15 weeks in an EC-4 setting. Teaching by the resident teacher is directed and supervised by an Instructional Leadership Team (ILT). Seminars will be offered which will address legal and ethical issues of education, school organization and management, and uses of media in teaching. Prerequisite: Admission to the CPDT program, completion of all professional education courses, and recommendation of a CPDT interview panel. Graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 sch.
- 497. Special Topics.** Organized class. May be repeated when topics vary. Special courses designed to cover areas of special interest. (1-3 sch)

English (ENG)

- 305. Children's Literature I.** 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.
- 306. Children's Literature II.** A study of realistic fiction, fantasy, young adult literature, poetry and informational books.
- 312. Shakespeare.** A study of the author's plays with special attention devoted to major and better-known works.
- 333. Advanced Composition.** Intensive study of the principles of composition through the analysis of examples from classic and modern writings and practice in the application of those principles. Emphasis is placed on rhetorical organization and the techniques of expository writing. Students devote much time to writing and editing their own work.
- 335. Theories of Composition.** This course examines classical and contemporary theories of composition along with research on writing. It also explores writing processes, writing across the curriculum, reading-writing connections, techniques of writing, effective ways of teaching composition, curriculum mandates and testing of writing at the local, state, and national levels.
- 340. Advanced Expository Writing.** Through guided practice, students develop the ability to write prose that informs and persuades. While they draft, revise, and edit a series of essays, students apply strategies for writing with effective organization and style. The course also demands careful reading and discussion of model essays and articles drawn from a diverse selection of published authors. Prerequisite: Engl 1301.

- 412. Shakespeare Examined Through Performance.** Students attend live performances of Shakespeare's plays and view DVD and videotaped versions of the writer's work in an effort to more fully understand the relationship between text and performance. (Students may incur some regional travel expenses depending on the schedule. Consult the instructor for more information.)
- 424. History and Grammar of the English Language.** Topics include the basic features of human language, a historical study of English, and a study of English phonology, morphology, and syntax.
- 430. Images of Women in Literature.** A study of the various images of women in literature with an emphasis on the twentieth century.
- 441. Advanced Survey of American Literature I.** A study of the development of American literature from its beginnings to the late nineteenth century.
- 442. Advanced Survey of American Literature II.** A study of the development of American literature from the late nineteenth century to the present.
- 450. Studies in Genre.** Advanced study of one of the following literary genres: (A) Short Story, (C) Film, (D) Poetry. May be repeated when topics vary.
- 471. Advanced Survey of British Literature I.** The development of English literature from its beginnings to 1800.
- 472. Advanced Survey of British Literature II.** The development of English literature from 1800 to present.
- 489. Individual Study.** Individual instruction. May be repeated when topics vary.
- 491. Capstone in English Studies. (1 sch)** This course provides a review of English studies with emphasis on critical approaches to literature, literary terminology, and the characteristics and major writers of literary periods. Prerequisite: to be taken during the final semester of the bachelor's degree program in English.
- 497. Special Topics.** Organized class. May be repeated when topics vary. Special courses designed to cover areas of special interest. (1-3 sch)
- Finance (FIN)**
- 325. Money, Banking, and Financial Markets.** A study of the American banking system. In particular, the Federal Reserve System and the tools it uses to control the economy. A study of the theories of fiscal and monetary policy. Prerequisites: Econ Principles I and II or consent of instructor.
- 454. Financial Management.** The organization, the instruments, and methods of financing corporations with reference primarily to the effects on the corporation and its stockholders. Prerequisites: 6 hours of Elements of Economics, 6 SCH Acct Principles, Acct 325.
- 464. Principles of Investments.** Introduction to the basic principles of investing that includes study of the behavior of securities markets mechanics of stock analysis and investing, decision-making techniques, and risk.
- 465. Personal Finance and Investments.** This course will provide students with basic information useful in making common financial decision. Relevant topics include family budgeting, money and credit management, making automobile and housing purchasing decisions, analyzing insurance needs and purchasing various types of insurance, saving and investing, and retirement and estate planning. (Note: cannot be used toward Finance minor).
- 470. International Finance.** 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 325 and Fin 454 or permission of instructor.
- 474. Intermediate Financial Management.** 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 454
- 484. Financial Institutions Management.** 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 325 and Fin 454 or permission of instructor.
- 489. Individual Study.** Individual instruction. May be repeated when topics vary.
- 494. Security Analysis and Portfolio Management.** 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 454 and Fin 464.
- 496. Financial Derivatives.** This course discusses how the value of derivative is derived from other underlying assets. The most important types of derivatives such as Futures, Options and Swaps and their interrelationship are the focal point of the course. The main emphasis of the course is on the subject of how derivatives are used as a tool for managing risk and also how it can be used for speculative purposes.
- 497. Special Topics.** Organized class. May be repeated when topics vary. Special courses designed to probe new curricula designs, instructional strategies, or evaluative techniques. (1-3 sch)

General Business (GBUS)

- 380. Business Communication.** A study of various communication principles with written applications in business through memos, letters, and reports. Emphasis is placed on clear, accurate and forceful written presentation; the use of practical psychology in communication, decision-making, problem and case analysis and presentation. Prerequisites: 6 SCH of English composition and BCIS 1305, 1401 or COSC 1301, or consent of instructor. (Note: This course replaces IS 380. Students may apply only 3 hours from IS 380, Comm 380 or GBus 380 to meet degree requirements.)
- 420. Managing Cultural Differences.** A study of critical sensitivities the businessperson must exhibit in various parts of the world as related to the demands of business for a repertoire of style, a respect for diversity, and understanding of cultures. (Cross listed with Soc 420.)
- 430. Corporate Image.** A corporate image is the reputation of the corporation. Course examines application of philosophies and strategies used to build and maintain a positive image in the complex business environment of today.
- 440. International Business.** 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. (Cross-listed with Mgt 440.)
- 450. Business Ethics.** 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.
- 456. Social, Political and Legal Environment.** The study of the social, political, and legal environments in which organizations must operate. 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.
- 468. Public Relations.** A study of the principles and practices in the field of public relations with emphasis on practical case study experiences. (Cross listed with Comm 418.)
- 470. Internship in Business.** 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. Prerequisite: consent of instructor.
- 475. International Business Internship.** This is a directed internship that provides business students with the applications of international business re-

lated knowledge in an organization. The student receives hands on experience under the joint guidance of a professional from an organization and a faculty supervisor.

- 489. Individual Study.** Individual instruction. May be repeated when topics vary.
- 497. Special Topics.** Organized class. May be repeated when topics vary. Special courses designed to cover areas of specific interest. (1-3 sch)

Geography (GEOG)

- 413. Cultural Geography.** 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.

Health Science (HSCI)

- 345. Wellness Lifestyle.** This course explores a comprehensive examination of cardiovascular health, the impact of the body's physiological reaction to stress as it relates to disease, and the relationship between diet and certain diseases.

History (HIST)

- 310. The Ancient World.** A survey of Mediterranean civilizations to the fall of the Roman Empire with emphasis on the histories of Greece and Rome.
- 312. Medieval Civilization.** A survey of the heritage of the Middle Ages, emphasizing the growth of political, social, economic, cultural, and religious institutions.
- 314. Renaissance and Reformation.** A course devoted to the study of the nature and origin of the religious, social, economic, cultural and religious institutions.
- 328. Colonial and Revolutionary America, 1492-1789.** 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.
- 340. British History.** An overview of the history of England from prehistory to the present.
- 351. Europe, 1815-1920.** Survey of the political, social, economic, and intellectual development of modern Europe with emphasis on the major ideas and movements that influenced Europe before World War I.
- 352. Europe, 1920 to the Present.** 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.

- 419. American Social and Intellectual History.** A survey of the social and intellectual currents and ideas that influence and inform the American people.
- 428. The United States in the Twentieth Century.** 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.
- 434. The Civil War and Reconstruction, 1850-1877.** 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.
- 450. Latin America-The Colonial Era.** A survey of the social, economic, political and religious forces that shaped Latin America through the independence movements of the nineteenth century.
- 460. Cultural History of Texas.** 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, republican independence, statehood, confederacy, and reconstruction to a major role in the emergence of the New South and the new economy.
- 470. 20th Century Asia.** A survey of major political, social, and cultural forces that have shaped the history of Asia in the Twentieth Century.
- 480. Senior Seminar.** This course is a seminar required for all students who are seeking Texas certification to teach history or social studies. Students will evaluate the ways in which the knowledge gained in history and social studies courses can be used to accomplish the goals of TEKS. 1 SCH. Prerequisite: Senior standing.
- 489. Individual Study.** Individual instruction. May be repeated when topics vary.
- 490. Internship.** 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 hours 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.
- 497. Special Topics.** Organized class. May be repeated when topics vary. Special courses designed to cover areas of special interest. (1-3 sch)

Interdisciplinary Studies (IS)

- 390. Psychology of Work.** Examines the psychological impact of work on the individual through a study of the nature of work, job satisfaction, motivation, communication, behavioral styles, and career development. Students will assess individual personality traits, learning styles, work skills, and develop career goals. In addition, students will be guided through the portfolio compilation process to enable them to develop a portfolio of work and life learning for credit evaluation. Prerequisite: limited to students enrolling in the BAAS program
- 410. Foundations of Leadership.** This course addresses leadership styles for both educational providers as well as non-profit and public sector venues. It is an interdisciplinary course.
- 415. Fundamentals of Organizational Development, Change, and Leadership.** 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.
- 495. Living in the 21st Century.** 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. Prerequisite: Senior standing.

Journalism (JOUR)

- 310. Advanced News Writing and Reporting.** An advanced study in the methods used in gathering and writing news. Prerequisite: Comm 2309, Comm 2311 and Comm 2315.
- 311. Television News Production.** Reporting, preparation and presentation of news for television. Discussion and practice in writing, reporting, videotaping and editing news for TV. Analysis of TV writing problems: use of photographs, graphics and video tape as visuals; uses of sound in TV news; and ethical problems of the TV reporter and editor. Prerequisites: Comm 306 and Jour 311.
- 312. Photojournalism.** This is an introductory photojournalism course focusing on the basics of light, camera operation, and the use of chemical and digital darkrooms. It includes introduction in spot news and

feature photography as well as instruction in ethics, privacy and law. Pre-requisites: Comm 1316.

- 397. Special Topics. Organized Class.** May be repeated when topics vary. Special courses designed to cover areas of special interest. (1-3 sch)
- 410. Feature Writing.** To introduce students to the world of the magazine and show them what it takes to participate in that world as professionals. The main focus will be given on the article, the editorial heart and soul of the magazine. Prerequisite: Jour 310.
- 411. Advanced Editing, Layout and Design.** This course will teach advanced layout and design skills required for Mass Communications students. Prerequisite: Jour 310.
- 412. Copy Editing.** This course will examine editing for various media including the Web, broadcast, newspapers, magazines and corporate publications. Prerequisite: Jour 310.
- 413. Information Gathering: Computer Assisted Reporting.** A study of and practice in using electronic resources (records, databases, internet, etc.) to gather information for publication.
- 414. International Communication: Global Journalism.** A study of concepts, issues, and developments in the field of international communication. This course will encompass the international economic, political, and structural contexts in which the communication and information industries and nations interact.
- 415. News Analysis and Opinion Writing.** Study of editorials, editorial columns, commentary pieces, reviews, news analysis and criticism. Examines editorial boards, generating ideas for columns and writing books, theater and film criticism. Prerequisite: Jour 310.
- 490. Internship in Mass Communications.** A field based course in which students have an opportunity to apply or demonstrate writing, editing, public relations, advertising, layout and design skills in a real world setting. May be taken for 3-6 sch.
- 491. Research in Mass Communications.** 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.

Management (MGT)

- 321. Organizational Behavior.** 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.
- 326. Labor Relations.** 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.
- 395. Principles of Management.** A study of management principles that apply to all types of business organizations with special emphasis on planning, organizing, staffing, and controlling.
- 401. Business Simulation.** This course integrates the specialized areas of business administration by permitting the student to analyze pertinent business data that will demonstrate the application and integration of theory in the solution of operational and strategically business problems through a computer processed management simulation. May not be repeated for graduate credit.
- 438. Compensation Management.** A study of the total compensation management systems. Financial considerations emphasized include 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.
- 439. Business Strategy & Policy.** In this capstone course students apply and integrate prior knowledge, i.e., accounting, finance, management, marketing, 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. Prerequisites: 6 SCH Elements of Economics or Econ 320; Acct 320 or Acct 325 or Acct 425; MKT 363 and MGT 395 and senior standing.
- 440. International Business.** This course provides an interdisciplinary business background for understanding the growing commercial and economic interdependence among nations and the complexities of doing business across national boundaries. (Cross-listed with GBus 440.)
- 444. Field Experience in Business.** 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 90 hours.
- 446. Entrepreneurship.** 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: Senior standing or consent of instructor
- 460. Quality Management.** The basic elements of the production process are covered including Total

Quality Management, Statistical Quality Control, Forecasting, Process Strategies, Operations and Purchasing. Emphasis is given to solution of production problems with the aid of the computer. Prerequisite: Mgt 395.

- 465. Production and Operations Management.** 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.
- 475. Management Science.** A survey of modern quantitative techniques in business decision-making. The application of both deterministic and probabilistic models is included. Prerequisite: Math 453.
- 489. Individual Study.** Individual instruction. May be repeated when topics vary.
- 495. Human Resource Management.** 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.
- 496. Health Care Management.** This course emphasizes the special problems a person will encounter in this special environment of the health care administration field. The basic principles of management are applied.

Management Information Systems (MIS)

- 301. Microcomputer Applications in Business.** Affords students hands-on experience with microcomputer operations, worksheets, word processing, and graphical presentations to solve organizational needs. Provides exposure to management of files in a PC network environment. Required of all business majors. Should be taken during the first year of enrollment. Prerequisite: Complete one of the following -BCIS 1305, 1401, COSC 1301 or consent of instructor.
- 303. Management of Computer Operating Systems.** Concepts of operating systems. Extensive hands-on experience in the usage, organization, and management of files on the PC. Students also manage the presentation of the desktop. Performance and configuration issues are also addressed. Prerequisite: Complete one of the following- BCIS 1305, 1401, COSC 1301 or consent of instructor.
- 305. Electronic Commerce.** 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.
- 308. Project Management.** 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. Prerequisite: MIS 360.
- 315. Network Security and Risk Management.** This course is designed to allow the student to understand security issues related to corporate networks including wide area networks, private networks, and networks that use the internet. Digital encryption and digital signatures will be discussed and how these technologies are used in business will be explained. The risks of electronic communication and electronic access to company records will be reviewed.
- 332. Visual Basic Application Programming with Excel.** The study of automated worksheets to assist organizational decision-making. Topics include macro programming with VBA, management of multiple worksheets, importing/exporting data, and graphics. Financial, statistical, and database functions are also addressed. Prerequisite: Complete one of the following—BCIS 1305, 1401, COSC 1301 or consent of instructor.
- 345. Management of Telecommunications.** A study of telecommunications systems and how these systems affect business processes and markets. Topics will include telecommunications applications, government regulation of telecommunications, network fundamentals, the public switched telephone network, the impact of the internet and electronic commerce on business, and information technology trends. Prerequisite: MIS 360.
- 350. Enterprise Operations Management.** Study of enterprise operations. Topics include backup strategies, disaster recovery, help desk requirements, and asset management. Students will gain an understanding of how a data center should function in large corporation environments and in small data shops. Planning tools for change control, outage, and the role of a hosted data center will be discussed.
- 360. Essentials of Management Information Systems.** Concepts of information systems management. Emphasis is placed on the theory and practice related to the development and operation of information systems in organizations. Should be taken during first year of enrollment. Offered in traditional and web-based formats.
- 362. Systems Analysis and Design.** Study of the methodology for analysis and design of a business information system. Emphasis on critical analysis of existing systems and design of computer based systems. An actual systems analysis is required. Pre-

- prerequisite: Complete one of the following - BCIS 1305, 1401, COSC 1301 or consent of instructor.
- 366. Fundamentals of Database Systems.** Concepts of relational data models, query processing, and database design theory. Emphasis on data normalization, structured query language (SQL), and application development. Prerequisite: Complete one of the following—BCIS 1305, 1401, COSC 1301 or consent of instructor.
- 367. Software Engineering.** The study of software engineering using COBOL programming language. This course will provide the student with an understanding of software engineering concepts including the system development life cycle, software modeling, requirements definition, system design, and testing. These topics will be addressed by developing software using the COBOL programming language.
- 425. Cybercrimes.** This course will examine the use of computer technology in the commission of traditional and non-traditional crimes. The course will focus on the methodology in which cybercrimes have influenced law enforcement agencies, courts, and society. Cross listed with MIS 425
- 430. Web Page Development with Visual Basic Script.** Students explore the Internet using various navigational tools to develop research methods and fact-finding techniques. Emphasis placed on HTML language and development of inter-linked web pages. Prerequisite: Complete one of the following - BCIS 1305, 1401, COSC 1301 or consent of instructor.
- 440. Technologies of Corporate IT Marketplace.** Study of PC related emerging technologies. Research topics may include networking, software development, artificial intelligence, vaporware, commercial applications, hardware innovations, product comparisons, and keynote addresses. A research paper and a class presentation are required. Attendance at COMDEX is required. (Cross-listed with MIS 540.)
- 465. Knowledge based Systems for Management Decisions.** Study of artificial intelligence and knowledge-based systems. Topics include heuristics, robotics, symbolic reasoning, natural language processing, and inference engines. Students assume the role of a knowledge engineer in developing a rule-based expert system. Prerequisite: Complete one of the following—BCIS 1305, 1401, COSC 1301 or consent of instructor.
- 470. Object-Oriented Programming I.** Study of software design concepts. Topics include database access, performance issues, human interface design, and language dependent functions and algorithms. Students assume the role of a software developer to complete major application project. Prerequisite: MIS366 or consent of instructor.
- 472. Local Area Network Management.** Study of networking theory and concepts. Tasks include the use of network utilities in establishing users, granting rights, building home folders, creating printer queues, and attaching workstations. Students also assume the role of a network administrator as they install, configure, and manage a network. Prerequisite: MIS360 and BCIS 1305 or 1401 or COSC 1301, or consent of instructor.
- 473. Internetworking LANs.*** This course should provide a conceptual framework for understanding the structure, function, and performance characteristics of computer networks. The development of network implementation strategies and planning guidelines are also addressed. Fundamentals that define and determine the construction, operation, and maintenance of computer networks are described. Security considerations that appear as networks growing in size and complexity are noted. Important issues and trends impacting the design of computer networks are revealed. Options for expediting effective information delivery are assessed. Applications that alter the way in which information is acquired, stored, and retrieved are explored. Prerequisites: Mis 360.
- 475. Data Warehousing.** Evolution of data warehousing; decision support systems; goals, benefit, and challenges of data warehousing; architecture; data warehouse information flows; software and hardware requirements; approaches to data warehouse design; creating and maintaining a data warehouse; Online Analytical Processing (OLAP) and multi-dimensional data, multi-dimensional modeling; view materialization; data marts; data warehouse metadata; data mining. Prerequisite: MIS 362 and 366.
- 489. Individual Study.** Individual instruction. May be repeated when topics vary.
- 497. Special Topics.** Organized class. May be repeated when topics vary. Special courses designed to probe new curricula designs, instructional strategies, or evaluative techniques. (Cross-listed with MIS 597.)

Marketing (MKT)

- 363. Marketing.** 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.
- 365. Salesmanship.** A course dealing with the principles of personal salesmanship with a study of methods, problems, and routine duties of a salesman.
- 366. Marketing Promotion.** 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.

- 368. Direct Marketing.** A study of the methods and techniques of direct marketing including direct mail, telemarketing, door to door, network and internet marketing. The student is required to apply the skills learned. Prerequisite: MKT 363.
- 416. International Marketing.** Surveys the economic, cultural, and political-legal environments in which international marketing takes place, and examines marketing functions and their adaptations to those environments.
- 436. Marketing Research.** Techniques of marketing research, research design, analysis and interpretation of marketing data, questionnaire building, and sampling methods. Emphasis given to selected applications of marketing research. Prerequisite: MKT 363.
- 445. Retailing.** A study of managerial principles and practices of retail operations. This course covers store locations and layout, buying, pricing, promotion, services, and inventory control.
- 465. Sales Management.*** Policies, operation, coordination and control of marketing activities, with special emphasis on the selection and direction of sales personnel.
- 467. Consumer Behavior.** 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.
- 489. Individual Study.** Individual instruction. May be repeated when topics vary.
- 497. Special Topics.** Organized class. May be repeated when topics vary. Special courses designed to probe new curricula designs, instructional strategies, or evaluative techniques. (1-3 sch)

Mathematics (MATH)

- 315. Differential Equations.** A modern introduction to differential equations using graphical and numerical as well as symbolic techniques. First-order, second-order, and systems of differential equations with applications. Computer software will be used. Prerequisite: Completion of calculus sequence.
- 321. Modern Geometry.** Properties of finite geometries and of points, lines, triangles, and circles in Euclidean geometry. Computer geometry software will be utilized. Prerequisite: Calculus I.
- 331. Discrete Mathematics.** Sets, mathematical induction, graphs, trees, counting techniques, recursion, logic and Boolean algebra. Prerequisite: Two courses in college level mathematics.
- 334. Introduction to Abstract Algebra.** Properties of the integers, permutations, groups, rings, integral domains and fields. Prerequisite: Calculus II
- 335. Linear Algebra.** Systems of linear equations, matrices, vector spaces, determinants, eigenvectors, eigenvalues, linear transformations, applications. Appropriate technology will be utilized. Prerequisite: Calculus I.
- 350. Concepts of Measurement and Data Interpretation.** Data collection, description, and interpretation; probability; measurement; applications. Appropriate technology will be used. Prerequisite: Math 1314 and 1350.
- 351. Concepts of Geometry.** Geometric figures, networks, transformations, symmetries, congruence, similarity, constructions, and applications. Appropriate technology will be used. Prerequisite: Math 1314 and 1350.
- 352. Math Foundations and Application.** Further study in mathematics including geometry, probability, statistics, applications of trigonometry, and conceptual calculus. Appropriate technology will be used. Prerequisites: Math 1314, 1316, 1350, and 1351.
- 401. Probability and Statistics.** Probability, discrete and continuous distributions, estimation, and hypothesis testing. Appropriate technology will be utilized. Prerequisite: Calculus I.
- 426. Mathematical Problem Solving, Literature and History.** Mathematics topics emphasizing problem solving techniques, mathematical organization and literature and the history of mathematics. Prerequisite: 12 SCH of college math.
- 430. Mathematical Modeling.** Applications of a variety of mathematical techniques across many different areas. Discrete and continuous models, theoretical and empirical models, deterministic and probability models and analytic and simulation models will be considered. Tools for the course include computer software as well as hand-held technology. Prerequisite: Math 2314.
- 436. Introductory Analysis.** A careful consideration of limits and the important theorems of single variable calculus. Topics include: the completeness of the real number system, limits of sequences and functions, continuity, differentiation and integration. Prerequisite: Completion of Calculus sequence.
- 437. Number Theory.** Mathematical induction, divisibility, primes and composites, congruencies, fundamentals of arithmetic, Pythagorean triples, cryptology. Computer software will be utilized. Prerequisite: Calculus I.
- 453. Statistics.** Topics from descriptive and inferential statistics including graphical displays of data, measures of the center and dispersion; discrete and continuous distributions, correlation and regression, one and two population parameter estimation and tests of hypotheses, contingency tables, and analysis of variance. Computer software will be utilized. Prerequisite: 3 SCH mathematics at the level of College Algebra or above.

- 455. Data Analysis for the Behavioral Sciences.** Topics include power, correlation, regression, analysis of variance and multiple regressions. Real data from the behavioral sciences will be analyzed using a statistical computer package. Prerequisite: Math 453.
- 489. Individual Study.** Individual instruction. May be repeated when topics vary.

Nursing (NURS)

- 301. Professional Nursing Practice.** (3-0). (3 sch) Emphasis is on the history, philosophy, concepts and theoretical foundations that contribute to defining professional nursing practice, and emphasis is on socialization into professional nursing practice. Incorporates exploration and comparison of personal philosophy of nursing care.
- 302. Health Assessment Across the Life Span.** (3-3). (4 sch) Introduces the concepts and techniques of health and cultural assessment of individuals and families across the life span, for use with the nursing process. Emphasizes history/data collection and critical analysis in situations of health and deviations from health. Laboratory experiences enable student practice of clinical assessment skills, analysis and decision-making for nursing practice.
- 303. Leadership and Management in Nursing Practice.** (4-0). (4 sch) Focus is on the concepts of leadership and management, and their implications for delivery of professional nursing care. Assessment and analysis of a real work problem, assessment of the work environment, and development of a proposed solution, as well as principles of client education are included. Prerequisite or co-requisite: NURS 301.
- 304. Introduction to Research for Nursing Practice.** (3-0) An introduction to basic research methodologies, their value and use for nursing practice. Students will use search strategies for studies that apply to resolution of nursing practice problems, evaluate the research reports, and participate in development of a research proposal. Prerequisite or co-requisite: Statistics course, NURS 301.
- 405. Professional Nursing Practice with Individuals and Families.** (2-6). (4 sch) This course extends acquired nursing knowledge. Focus is on use of pathophysiology, psychosocial, and cultural concepts for advanced critical thinking in the planning and implementation of care across the life span. Pharmacology and nursing interventions, pain management interventions, patient and family education, discharge planning, and crisis interventions are included. Clinical laboratory practice is individualized, and focuses on direct care at the professional level, on application of leadership and management principles to direct others to deliver care, and on spontaneous and formal client teaching.
- Prerequisite or co-requisite: NURS 301, NURS 302, SOC 423.
- 406. Community Health Nursing Practice.** (3-9) (6 sch) Introduces community-based nursing practice and the role of various systems for care of individuals, families, and high-risk groups. Focus is on the role of the professional nurse in health promotion, primary disease prevention and management of chronic health problems in community settings. Clinical laboratory practice is individualized, and focuses on use of nursing process for direct care and family teaching in community settings, assessment of the environment of care, and on interventions for vulnerable populations. Prerequisites or co-requisite: NURS 301.
- 407. Quality Issues and Responsibilities in Professional Nursing Practice.** (2-0). (2 sch) A seminar course that explores political, legal, ethical, and policy issues affecting the quality of health care delivery and of nursing practice. The responsibility and means by which professional nurses can affect quality are included. Prerequisite or co-requisite: NURS 301, Nurs 3030, NURS 304, NURS 405 and Nurs 406.
- 489. Individual Study in Nursing Practice.** (3-0). (1-3 sch) Enables students to conduct applied or descriptive research in an area of health care. Prerequisite: Senior classification and instructor approval.
- 497. Special Topics in Nursing Practice.** (3-0). (1-3 sch) In an organized class, the study of topics that are relevant to health care delivery systems as they affect nursing practice and relevant to professional nursing practice. Topics will vary from semester to semester. Students may enroll for different topics for credit. Prerequisite: Senior classification and instructor approval.

Physics (PHYS)

- 302. Astronomy:** A journey of discovery through the solar system, stellar and galactic astronomy, and the history of the universe. Topics include the sun, planets, and other solar system objects; the life cycle of stars; supernovas, collapsed stars, and black holes; the Big Bang theory; and elementary physical concepts necessary to appreciate how the universe works. The latest discoveries will be discussed. Prerequisites: Two semesters of science. Offered in spring semester of odd numbered years.

Political Science (PSCI)

- 331. Introduction to Public Administration and Leadership.** Discuss and assess major concepts of administration and leadership in public agencies. Case studies and field based experiences are employed as learning tools.

- 426. Civil Rights/Civil Liberties.** This course contributes to the student's understanding of how the Constitutional rights and liberties of U.S. citizens have developed. Additionally, examination of the socio-political context provides the basis for understanding the continued evolution of these rights and liberties.
- 427. Public Law: Federal and State.** The development of the concept of constitutional government. The constitutional structure of the American government and the Supreme Court's role in the evolution of the United States Constitution. Special emphasis on the constitutional structure of the Texas government.
- 428. Intergovernmental Politics.** A study of the process of government that accomplishes practical goals by coordinating the activities within and between national, state, local and special governmental units.
- 489. Individual Study.** Individual instruction. May be repeated when topics vary.
- 490. Internship.** (6 sch) The internship course is designed to offer students an opportunity to work in the offices of state, federal, and locally elected officials. Students will learn the kinds of services provided by the offices, the expectations the electorate has of their elected officials, and the kinds of activities that occur in these offices. Students will be engaged in meaningful tasks and assignments that contribute to their understanding of democratic government. Prerequisites: students must have passed PSCI 428, be of senior standing, have a grade point average of 2.75 or higher, and complete a student application process. Only currently enrolled students who are seeking a degree may apply for the internship course.

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.)

- 350. Learning and Behavior.** Presents basic information about various types of learning and describes general theoretical and practical approaches to understanding and improving learning and behavioral processes. Prerequisite: Intro to Psychology.
- 400. Internship.** 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. 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. Prerequisite: Senior standing and approval of instructor.
- 402. Experimental Psychology.** Familiarizes the student with typical methods and techniques employed in psychological research. In addition to the three hours per week of classroom instruction, the student attends one two-hour laboratory per week, performing psychophysical and other psychological experiments. Prerequisite: Intro to Psychology and Math 453 (Math 453 may be taken concurrently).
- 403. History of Psychology.** Introduces the major schools and systems of psychology as they have evolved and exist today. Prerequisite: Intro to Psychology.
- 404. Industrial Psychology.** 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 or permission of instructor.
- 405. Physiology and Perception.** Examines the physiological basis for behavior. Explores the function of the nervous system with special emphasis on the sensory processes and on how we perceive. Prerequisite: Intro to Psychology.
- 406. Environmental Psychology.** Analyzes various aspects of the natural and built physical settings on human functioning and socialization. Prerequisite: Intro to Psychology.

Psychology (PSY)

- 301. APA Writing Style.** (1 sch) Psychology undergraduates will be given the essential requirements of the APA style required for all papers in the Psychology program. Organization, citations in the text, references, and how to avoid plagiarism will be discussed.
- 316. Abnormal Psychology.** 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: Intro to Psychology
- 317. Psychology of Personality.** Reviews the various approaches to the study of personality and considers the determinants, development, and assessment of personality. Prerequisite: Intro to Psychology
- 320. Psychology of Interpersonal Interactions.** Examines the processes of social interaction, using the perspective of psychological theory and research. Topics include the growth of relationships, love,

- 426. Introduction to Clinical and Counseling Psychology.** Reviews clinical and counseling psychology, its history, perspective, conceptual framework and treatment modalities. Prerequisite: Intro to Psychology.
- 440. Psychology of Addiction.** 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.
- 443. Psychology of Death and Dying.** Studies the processes of dying and the influence of the threat of death on human behavior. Prerequisite: Intro to Psychology.
- 445. Human Sexual Behavior.** Examines biological capabilities, psychological characteristics and social and cultural influences on human sexual behavior.
- 465. Psychology of Aging.** 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.
- 466. Cognitive Psychology.** 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.
- 489. Individual Study.** Individual instruction. May be repeated when topics vary.
- 497. Special Topics.** Organized class. May be repeated when topics vary. Special courses designed to cover areas of specific interest. (1-3 sch)

Reading (RDG)

- 340. Reading: Overview and Strategies I.** 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.
- 341. Reading: Overview and Strategies II.** An expansion and refinement of 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.
- 342. Diagnostic Teaching of Reading.** 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. Prerequisites: RDG 340.
- 343. Reading Beyond the Primary Grades.** Designed to teach content area teachers how to help their students learn from textbooks. Techniques for evaluating both textbooks and students. Coping with the reading, demands of textbooks, and study skills will be learned.
- 344. Reading Comprehension.** 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.
- 345. Practicum in Reading.** The student will be placed with a reading teacher in a reading resource room, remedial reading class or regular reading/language arts program and will work one on one or with small groups. Three hours of lab and one hour of class will be required each week. Prerequisite: RDG 340. Prerequisite: RDG 340.
- 346. Word Recognition.** This course will address 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.
- 489. Individual Study.** Individual instruction. May be repeated when topics vary.

Sociology (SOC)

- 314. Social Psychology.** Investigates how social factors influence the individual's personality, perception, attitudes, and behavior. The course will teach the relevant theories and methods, and learn about current research on topics such as culture, gender, relationships, aggression, and group behavior. Prerequisite: Intro to Sociology.
- 320. Deviance and Deviant Behavior.** Introduction to the general phenomena of social deviance with primary emphasis given to non-criminal deviants and deviations and victimless crimes including mental disorders, drug use, prostitution, homosexuality. Attention is given to the scope of the field and other theoretical issues. Prerequisite: Intro to Sociology. (Cross-listed with CJ 320).
- 323. Social Stratification.** The study of social stratification involves examination of the historical and contemporary systems of stratification, problems of class and caste, and trends in class system and social mobility. In addition, it explores the different concepts and theories of social stratification and their global relevance. Prerequisite: Intro to Sociology.
- 325. Crime and Delinquency.** 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. Prerequisite: Intro to Sociology. (Cross-listed with CJ 325).
- 380. Ethnic and Cultural Minorities.** This course will explore the ways in which ethnicity, culture, race, class, and gender organize people's individual and social life. It will teach the relevant theories in the field, and survey several ethnic and cultural minori-

ties in the United States. Prerequisite: Intro to Sociology. (Cross-listed with CJ 380).

- 420. Managing Cultural Differences.** A study of critical sensitivities one must exhibit in various parts of the world as related to the demands of business for a repertoire of style, a respect for diversity, and understanding of cultures. (Cross listed with GBus 420.)
- 423. Sociology of Health & Illness.** This course will teach how life-style choices, work environment, family context, and the legislative, economic, and environmental processes influence health and wellness. Students will learn how wellness of the individual is inseparable from societal well being, and the class will examine this connection at the national and global levels. Prerequisite: SOCI 1301, PSYC 2314, or NURS 2609/2610.
- 432. Sociology of Correction.** Examinations of the historical development of corrections including concepts on punishment and rehabilitation; emphasis on institutional corrections from conviction to release. Prerequisite: Intro to Sociology. (Cross-listed with CJ 330).
- 485. Religion and Society.** This course reviews the major lines of classical and contemporary sociological thinking on religious consciousness and religious practice. How does society influence religion? How does religion influence society? What is religion's social significance in contemporary society? The course will consider these and other questions by exploring a variety of social expressions of religion. It will also examine the social bases of churches, sects, and cults, and it focuses on contemporary religion in the United States. The course will be taught at an advanced level, but does not require previous work in sociology. Prerequisite: Junior or Senior standing.
- 489. Individual Study.** Individual instruction. May be repeated when topics vary.

Special Education (Sped)

- 410. Introduction to Individuals with Exceptionalities.** This course introduces perspective teachers to individuals with exceptionalities and is a required course for all persons seeking a teacher certification. The course content focuses on: (1) perspectives, paradigms, and trends in special education; and (2) the nature of specific exceptionalities. The nature of exceptionalities includes: characteristics, etiology, diagnosis, degrees, impact on families and individual, specific needs and interventions, as well as social and cultural influences. Pre-requisite: Psyc2308 or Ed 311.
- 412. Developmental Disabilities.** The etiology and characteristics associated with deficits in development are studied. The course examines the effects of developmental disabilities in the areas of language acquisition; and physical, social, and emotional functioning.
- 415. Teaching Students with Moderate to Severe Disabilities.** This course addresses the unique characteristics and lifelong learning needs of individuals with moderate/severe disabilities. Instructional, as well as management strategies are explored. Frameworks for collaboration are introduced.
- 416. Behavior Management and Motivation.** 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. Prerequisites: Ed 422, 423, 424, 425, 425, 426 and 427.
- 417. Assessment of Individuals with Exceptionalities.** Focusing on individuals with exceptionalities and/or those who are at-risk, this course introduces a variety of assessment procedures including formal and informal methods. Interpretation and application of assessment results are emphasized.
- 418. Inclusion Strategies and Techniques.** This course addresses strategies and techniques for effective and efficient inclusion of students with exceptionalities in general classrooms and school programs. Instructional, as well as management strategies are explored. Frameworks for professional collaboration are introduced. Prerequisites: Ed 422, 423, 424, 425, 425, 426 and 427.
- 419. Survey of Services for Individuals with Disabilities.** This course addresses services for individuals with disabilities from birth through adulthood. It includes implementation of services that are mandated by federal and state legislation, as well as the impact of judicial litigations upon services and policy.
- 475. Resident Teaching in Special Education II.** Resident teachers participate for 7 weeks full-time in a special education setting. Teaching by the resident teachers is directed and supervised by an Instructional Leadership Team (ILT). Students enrolled in this course are seeking dual certification and will spend an additional 8 weeks teaching in an elementary (grades 1-8) setting. Seminars will be offered which will address legal and ethical issues of education, school organization and management, and uses of media in teaching. Prerequisites: Admission to the CPDT Program, completion of all professional education courses, and recommendation of the ILT. Graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH.
- 476. Resident Teaching in Special Education III.** Resident teachers participate for 5 weeks full-time in a special education setting. Teaching by the resident teacher is directed and supervised by an Instructional Leadership Team (ILT). Students enrolled in this

course are seeking three certificates and will spend an additional 5 weeks teaching in an elementary (grades 1-8) setting and 5 weeks teaching in an early childhood (kindergarten) setting. Seminars will be offered which will address legal and ethical issues of education, school organization and management, and uses of media in teaching. Prerequisites: Admission to the CPDT Program, completion of all professional education courses, and recommendation of the ILT. Graded on a Satisfactory (S) or Unsatisfactory (U) basis for 2 SCH.

489. Individual Study. Individual instruction. May be repeated when topics vary.



Graduate Courses

Courses are three semester hours (SCH) unless otherwise noted.

Accounting (ACCT)

- 521. Income Tax for Partnerships and Corporations.** A study of federal taxation of corporations, partnerships, estates, and trusts. The course consists of practical application of tax law and discussions regarding the evolution of specific statutory provisions. Prerequisite: Acct 324.
- 522. Study in Advanced Accounting Applications.** A study of business combinations with special emphasis on accounting principles applied for preparing consolidated financial statements. In addition, multinational accounting will be covered with emphasis on foreign currency transactions and translation of foreign financial statements into U.S. dollars. Prerequisite: Acct 323.
- 523. Financial Statement Analysis.** The major objective of this course is to present 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.
- 524. Legal, Regulatory, and Ethical Environment of Business.** The study of the legal, regulatory and ethical environments in which organizations must operate. Special emphasis on legal and regulatory institutions, their impact on the operation and performance of business and government, ethical standards and their effect upon business and government.
- 525. Administrative Controls.** 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: 6 SCH Accounting Principles.
- 526. Accounting for Managers.** 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. (Note: students who graduated with a degree in accounting should not take this course.)
- 527. Seminar in Auditing.** Principles and practices used by public accountants and internal auditors in examining financial statements and supporting data. Special emphasis is given to assets liabilities. Prerequisite: Acct 429.

- 589. Individual Study.** Individual instruction. May be repeated when topics vary.
- 597. Special Topics.** Organized class. May be repeated when topics vary. Special courses designed to cover areas of specific interest. (1-3 sch)

Adult Education (AED)

- 525. History and Philosophy of Adult Education.** 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.
- 526. Foundations of Adult Education.** Study of the unique nature of adult learners including motivation and participation. Historical and contemporary theories of adult learning will be discussed. Formal, incidental, informal, and self-directed learning will be included. Prerequisite: Major in Adult Education and consent of instructor.
- 527. Program Planning in Adult Education.** Models and procedures for planning, developing, and administering a variety of Adult Education programs including workshops and conferences. Emphasis is on application of needs assessment models, establishing objectives, implementation procedures, and evaluation techniques. Prerequisite: Major in Adult Education and consent of instructor.
- 528. Instructional Methods in Adult Education.** Principles and practice of adult learning and instruction; selection and use of appropriate instructional design strategies and materials in a variety of work contexts. Traditional methods, as well as innovative approaches, will be included. Prerequisite: Major in Adult Education and consent of instructor.
- 529. Leadership of Adult Education Programs.** Principles of leadership necessary in managing the Adult Education function in a variety of work contexts. Includes theories of change and implementing change interventions. Addresses management strategies and practical problems that educational directors may face. Prerequisite: Major in Adult Education and consent of instructor.
- 588. Practicum in Adult Education.** Integration of Adult Education theory and practice in an applied project significantly related to the student's professional goals. Prerequisite: Major in Adult Education and consent of instructor. Graded on a (S) satisfactory or (U) unsatisfactory basis.

Art (ART)

- 502. Creative Art for Young Children.** Provides rationale for education of the young child through art. The thesis is that one learns through the process, and involvement affects growth. Thus, students are involved with the art experiences in the organization and planning of successful creative experiences for children. Special attention will be given to development of the child and program development. (Summer semester, even years).

Counseling (COUN)

- 508. Counseling in the Elementary School.** Utilizes counseling principles and techniques applicable to the elementary school. Attention on the development of skills in observing child behavior; in the use of standardized tests and cumulative records, sociometric techniques; making referrals, and developing consultation skills in working with parents, teachers and administrations.
- 510. Counseling Theories.** Surveys the major theories of counseling and psychotherapy with emphasis on the application of these theories to counseling situations.
- 511. Introduction to Counseling Services.** Introduces students to the scope and purposes of the counseling profession. Standards of preparation, codes of ethics, professional organizations, licensure and certification requirements will be studied. The importance of the essential characteristics of effective therapists will be examined.
- 512. Career Development and Information.** Combines the use of current career information and career development theories in career counseling. Provides an overview of evaluating educational, occupational, and personal-social information for career development. This 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. May be taken concurrently with Coun 525 for Elementary School emphasis.
- 516. Practicum in Counseling.** 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. Prerequisites: Graduate standing and consent of instructor. Graded on a (S) satisfactory or (U) unsatisfactory basis.
- 517. Counseling and Vocational Student Identification and Analysis.** 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.

- 520. Multicultural Issues in Counseling.** 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 socio-economic class, and how these differences may impact the therapeutic relationship.
- 522. History and Principles of Vocational Education.** Studies the history, principles and administration of vocational education and its relation to American public education.
- 523. Planning and Organizing Counseling and Vocational Programs.** 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.
- 525. Internship I.** Experience in applying counseling skills and techniques under supervision in placement settings. Graded on a (S) satisfactory or (U) unsatisfactory basis. Prerequisites for LPC program: Coun 510, 511, 516, 528, Psy 503, 533, 575; and consent of instructor. Prerequisites for School Counselor option: Coun 510, 511, 512, 516, 517, 523, 528, Psy 575 and consent of instructor. Prerequisites for PA program: Coun 510, 511, 516, 528, Psy 533, 571, 572 and consent of instructor. Offered Fall and Spring semesters. Note: Students who are working a full-time job are only allowed to register for one other course when taking Internship I.
- 526. Internship II.** Advanced field experience. Prerequisite: Consent of instructor. Graded on a (S) satisfactory or (U) unsatisfactory basis. Prerequisites for LPC Option: Coun 512, 525, 528, Psy 571 may be taken concurrently with Internship II. Prerequisites for School Counseling emphasis: Coun 512, 525, 528. Coun 517 may be taken concurrently with Internship II. NOTE: Students who are working a full-time job are only allowed to register for one other course when taking Internship II.
- 528. Group Procedures in Counseling.** Examines the dynamics of group process and practice with emphasis on theory and techniques of group leadership. Research paper on theory, procedure or issues in group counseling is required. Prerequisite: Coun 511, 516. Must be completed prior to Internship I for Elementary School emphasis.

- 530. Bereavement Counseling.** 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. Prerequisites: Coun 516 or permission of instructor.
- 589. Independent Study.** Individual instruction. May be repeated when topics vary.
- 597. Special Topics.** Organized class. May be repeated when topics vary. Special courses designed to cover areas of specific interest. (1-3 sch)

Criminal Justice (CJ)

- 510. Criminal Justice Ethics.** 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.
- 521. Seminar in Policing.** A seminar that 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.
- 547. Seminar on Corrections.** 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.
- 570. Seminar in Justice Administration.** 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 group, representation of indigent defendants and other issues pertinent to the interpretation and applications of law.

Economics (ECO)

- 576. Macroeconomic Theory and Policy.** 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: 3 hours of Principles of Macroeconomics or Eco 577.
- 577. History of Economic Thought.** 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.
- 578. Managerial Economics.** The application of economic theory and methodology to decision-making

problems encountered by business organizations. Emphasis is on how economics is used to make strategic choices regarding the boundaries of the firm, market and competitive analysis, position and dynamics, and internal organization.

- 589. Individual Study.** Individual instruction. May be repeated when topics vary.

Education (ED)

- 502. Strategies for Teaching Mathematics.** (1) Trends in research and instructional strategies; (2) Language and theory of sets, number system, metric system; and (3) Diagnosis and remediation in mathematics learning.
- 504. Strategies for Teaching Social Studies.** Trends in curricula design to include resource areas, teaching strategies, and child development as they relate to social studies in elementary and secondary schools. Study of basic concepts which under gird the social studies.
- 505. Strategies for Teaching Language Arts.** Study of trends in materials, techniques, research, and philosophies in the language arts. Includes study of language and dialect differences of children of the State of Texas.
- 510. Curriculum Studies.** Develops comprehensive understanding of modern curricular trends. Includes historical data and current research with emphasis on aims, purposes, and outcomes of curricular changes.
- 520. Education Research Literature and Techniques.** The focus of this course is two-fold: 1) the processes and tools necessary to locate, read, understand, and critique existing education research, and 2) the fundamental techniques of planning, conducting, and reporting qualitative and quantitative research in the broad field of education.
- 522. Early Childhood Education: Foundation in Communication Skills Reading, Listening, Speaking and Writing.** The rationale and methods appropriate for extending learning in reading, listening, speaking and writing. Emphasis is placed on formulating programs which extend the experiences of the child and upon integrating learning experiences.
- 531. Trends in Supervision.** Special emphasis is placed on mentoring, peer supervision, and other formats pertinent to curricular and administrative restructuring. For general and special supervision, administrators, and teachers in elementary and secondary schools.
- 532. Clinical Applications to Supervision (Practicum).** Students participate in instructional supervision in field-based experiences. Regularly scheduled conferences with a supervising staff member from the graduate education faculty, usually the course instructor. Required for the Supervisor Certificate. (S/U Graded)

- 534. Evaluation of Teaching.** An objective strategy for evaluation will be stressed as the foundation for a developmental supervisory approach for educational leadership. The criteria for evaluating teaching are based on a systematic instructional model, the lesson cycle, and the effective teaching practices which are all validated by the principles of learning.
- 547. Evaluating Learning.** Teacher-made tests, both subjective and objective, and published tests. Related statistical analysis concepts are also studied.
- 551. Innovative Teaching Strategies.** Review and participate in innovative teaching experiences such as team teaching, differentiated staffing, individualized instruction, open space instruction, and modular instruction.
- 553. The Middle School.** The middle school is designed to provide educational experiences for the student who is making the transition from childhood to adolescence. These students differ significantly from elementary school children and from adolescents in the high school. This course will explore those unique differences with respect to students, curriculum and organization.
- 570. Organization and Administration of the Elementary School.** A study of the function of administration in the modern elementary school. Emphasis is placed on the role of the principal as a professional leader in the development and operation of the elementary school program. Topics of current interest such as the non-graded elementary school and the middle school are discussed. The course is particularly designed for persons preparing for administrative and supervisory positions.
- 572. The Organization and Administration of Student Activity Programs.** For teachers and administrators who are responsible for the organization and conduct of the activity programs in public schools.
- 573. Public School Organization and Administration.** Comprehensive study of the organization and internal working of the American public school system.
- 580. Introduction to Microcomputers.** General computer literacy; brief introduction to programming in Apple BASIC, SuperPILOT, and LOGO languages; development of skill in use of commercial programs; evaluation of software and equipment.
- 584. Developing Instructional Materials Using Microcomputers.** Includes operation of micro-computers; use of database, spreadsheet, communication software; survey and evaluation of software available in content areas; development of instructional segments and practice/mastery exercises using standard application software and interactive compact disk/video.
- 589. Individual Study.** Individual instruction. May be repeated where topics vary.

- 593. Teaching in a Multicultural Setting.** Surveys the historical, psychological, social, and economic factors influencing pupil behavior in the public school setting. Develops in-depth cross-cultural studies and teaching strategies relating to subject matter and social-education experiences of major U.S. minority groups. Useful to teachers at all levels.
- 597. Special Topics.** Organized class. May be repeated when topics vary. Special courses designed to probe new curricula designs, instructional strategies, or evaluative techniques. (1-3 sch)

Educational Administration (EDAD)

- 531. Instructional Leadership.** This course identifies and promotes understanding of an instructional leadership approach designed to increase student achievement. This systemic approach focuses on the interrelationships between the components: data-driven decision making, supervision, professional development, organizational management, curriculum instruction assessment, evaluation and community partnerships communication. The student who successfully completes this course will earn Instructional Leadership Development (ILD) certification for the principalship as required by the Texas Education Agency.
- 567. Supervision of Instruction.** This course focuses 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.
- 571. School Personnel Administration.** A study is made of the administrator's role in the recruitment, classification, assignment, retention, and evaluation of school personnel. School personnel and contract law will be an area of focus with attention on professional development initiatives.
- 574. Administration of Special and Compensatory Programs.** Prepares students to administer special and compensatory education programs. Emphasis on basic concepts, issues, problems and procedures in the management of special and compensatory education.
- 575. Public School Management and Organization.** This course provides students with an overview of public school management theory and research as each applies to the day-to-day workings of K-12 educational settings. The course assumes management as a phenomenon embedded within particular contexts of school-based decision making and governance. Information from the educational administration and corporate perspectives of management

will focus attention on the improvement of communication and implementation of tasks associated with the delivery of services in public schools.

- 577. School Law.** The purpose of this course is to examine the legal framework of education in the United States and Texas. A study of the impact of, and relationship between, constitutional law, statutory law, administrative law, and judicial law that influence the operation of schools will be the primary focus of the course.
- 578. School Finance.** This course focuses on security resources, budgeting, and accounting practices in public schools. Particular emphasis is placed upon developing and managing a campus budget that supports high student achievement.
- 579. Principalship.** A study of the roles and responsibilities of the principal in the elementary, middle and secondary schools. Emphasis will be given to the leadership roles of the principal in curriculum development, supervision and evaluation of instruction, pupil management, in-service training and public relations.
- 588. Principal Internship.** The internship is 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 Director's approval. (3 hour course must be taken over two consecutive semesters)
- 589. Individual Study.** Individual instruction. May be repeated when topics vary.
- 590. Governance and Politics in Public Schools.** This course is designed to provide prospective public school superintendents with the knowledge and skills necessary to work effectively with a school board and other groups that are critical to the success of a school district (i.e., the media, the Texas Legislature, education support organizations, state and federal agencies). Special emphasis will be placed on the legally defined roles of the superintendent and board of trustees and how to operationalize the respective roles into a productive "team of eight". Prerequisite: Principal certification or program director's approval.
- 591. Superintendent Internship.** Internship activities in all SBEC superintendent competencies that are not included in the field-based activities in EDAD 590, EDAD 594, and EDAD 598 will be required unless determined unnecessary by the instructor based on the student's prior experience. Internship sites shall include private business, 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.
- 594. Executive Leadership.** Leadership at the chief executive officer (CEO) level is the theme of this

course. The situational application of various leadership theories, how to interface effectively with organizations and other CEOs in the community, the refinement of public communications skills, leadership ethics, the use of technology as a leadership tool, the change process as related to school reform, and long-range planning for district level improvement will be emphasized. Prerequisite: Principal certification or program director's approval.

- 596. School and Community Partnerships.** This course deals with the development of school and community relations and partnerships which will have the result of (1) community understanding of the school's purpose, functions, achievements and needs, and (2) the district's service to the community.
- 598. Business and Support Services.** 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, and safe schools. Technology based infrastructure that supports student, personnel, and financing management will be emphasized. Prerequisite: Principal certification or program director's approval.

English (ENG)

- 555. Linguistics.** Introduction to principles of how language develops, changes and functions. 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).

The East Texas Writing Project

Summer Institute includes English 570, and 571.

- 570. Strategies in Composition.** Surveys approaches and strategies composing process and analysis of styles in composition, with emphasis on present-day views of remediation and creativity in composition.
- 571. Improving Students' Writing in the Schools.** Students study current research in composition and creative writing as processes. Emphasis on the findings of the Bay Area Project and its nationally disseminated sites, one of which is the East Texas Writing Project at Texas A&M University-Texarkana. Teachers from all levels, all disciplines share ideas on writing in the curriculum. Practical, tried and proven methods, activities and materials which can be used in the classroom.
- 572. Readings in Composition.** Participants read books and articles on current research and practice in composition. They attend at least seven six-hour

workshop sessions and meet with the instructor as least three hours for individual sessions on research topic they choose. They write extensively on knowledge and skills they gain from readings, workshops, and research.

- 575. Current Issues in English Studies.** This is the capstone course for students seeking the Master of Arts/Master of Science in Teaching English degree. Students conduct an in-depth study of topics in English language, literature, or composition through traditional or applied research. Students report on their progress and make a final presentation of their findings in seminar sessions. Prerequisite: Enrollment limited to students in their final semester of the MA in English program. Permission of instructor required.
- 580. Seminar in Literature.** Examination of an individual author or group of authors, the study of a literary theme, or the study of a particular genre. May be repeated when topics vary.
- 589. Individual Study.** Individual instruction. May be repeated when topics vary.
- 595. Research Literature and Techniques.** 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. (Replaces IS 595 for English majors.)
- 597. Special Topics.** Organized class. May be repeated when topics vary. Special courses designed to cover areas of specific interest. (1-3 sch)

Finance (FIN)

- 565. Managerial Finance.** 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 454 or consent of instructor.
- 596. Health Care Financial Management.** Students in this course will study a variety of basic finance topics and will apply these topics to health care institutions, primarily hospitals. The course is primarily designed for health care supervision/management personnel with no formal training in finance. Due to the uniqueness of hospitals in regard to payment systems (DRG's, etc.), financial statement presentations, etc., students who have already completed a basic finance course should find this course useful.
- 589. Independent Study.** Individual instruction. May be repeated when topics vary.

- 597. Special Topics.** Organized class. Special courses designed to cover specific areas of interest. (1-3 sch)

General Business (GBus)

- 597. Special Topics.** Organized class. May be repeated when topics vary. Special courses designed to cover areas of specific interest. (1-3 sch)

Health Science (HSCI)

- 545. Wellness Lifestyle.** This course explores a comprehensive examination of cardiovascular health, the impact of the body's physiological reaction to stress as it relates to disease, and the relationship between diet and certain diseases. Students who have already completed HSCI 345 are not eligible for this course.

History (HIST)

- 520. Readings in the History of Colonial America.** Students will read books, write reviews, and critically evaluate research in the history of Colonial America.
- 530. Readings in the History of the American Civil War.** Students will read books, write reviews, and critically evaluate research in the political, social, and military history of the American Civil War.
- 540. Readings in the History of the Second World War.** Students will read books, write reviews, and critically evaluate research in the political, social, and military history of the Second World War.
- 550. Readings in the History of the Vietnam War.** Students will read books, write reviews, and critically evaluate research in the political, social, and military history of the Vietnam War.
- 560. History of the American West.** Students will understand through reading, discussion, and research the fundamental role of westward expansion in shaping the economic, social, political, and ideological history of the United States. Students will also become familiar with the dominant interpretations of the significance of the West in American history including recent scholarship in selected topics in the history of the American West and improve oral, writing, and research skills.
- 570. Readings in the History of Europe since the Second World War.** Students will read books, write reviews, and critically evaluate research in the political, social, and cultural history of Europe since the Second World War.
- 580. Readings in the History of Twentieth Century Asia.** Students will read books, write reviews, and critically evaluate research in the political, social, and cultural history of Twentieth Century Asia.
- 589. Independent Study.** Individual instruction. May be repeated when topics vary.

- 590. Writing Local History.** Students will select a topic in local history and write a research paper. The purpose of the course is to learn the techniques of historical research and writing through classroom instruction, individual tutoring, and practical application.
- 597. Special Topics.** Organized class. May be repeated when topics vary. Special courses designed to cover areas of specific interest. (1-3 sch)

Instructional Technology (ITED) (pending approval)

- 501. Instructional Technology Foundations, Systems and Theory.** This course introduces students to the field of instructional technology from historical, theoretical and practice perspectives. Students will become familiar with the different domains and the development of the field. The theoretical underpinnings of instructional technology; including learning theories, systems theory, educational media and communication theories, and instruction design; will be explored. The course offers functional knowledge of educational computing, touching on topics such as legal, ethical, and social issues of technology use, current and future trends in hardware, software; and emerging technologies.
- 503. Instructional Delivery for Diverse Learners.** In the first part of this course, students will explore instructional delivery models in traditional and remote environments. They will also explore components of effective instructional presentations, strategies to increase presentation effectiveness, methods of presenting different types of content, and modalities of learning including auditory, visual, kinesthetic, and social interaction. The second part of the course will provide students with hands-on experience in the use of variety of instructional delivery tools such as wireless technologies, Interactive Whiteboard, LCD projectors; and a variety of instructional delivery conditions such as one-computer classroom, multi-computer classroom or laboratory, learning centers, teleconferencing, and distance education equipment.
- 511. Teaching and Learning with Microcomputer-based Technologies.** This course will focus on using microcomputer-based technologies to achieve learning objectives, especially in the K-12 environment. Content to be covered includes an overview of computer operations and concepts; instructional integration of word processing; data base, spread sheet, and graphics applications; and accessing, evaluating, and using telecommunications and internet resources. In addition, students will develop knowledge of learner-centered tools that support guided discovery learning and hypermedia authoring, including LOGO, HyperStudio, KidPix, Inspiration, etc. As an outcome

of this course, students will develop a plan for implementing these tools in a learning situation including direct instruction, cooperative learning, and project-based learning. Pre-requisite: Comm 350 or permission of instructor.

- 523. Foundations of Distributed Learning.** This course is a study of communication and learning theories relating to distance learning and applications of effective instructional methodologies to educational and training settings via multiple distance learning technologies. Topics covered include audio conferencing, videoconferencing, web-based instruction, designing and managing online learning space, and facilitation of effective online interactions.

Interdisciplinary Studies (IS)

- 518. Thesis.** Affords students the opportunity to undertake individual research. Graded on a (S) Satisfactory or (U) Unsatisfactory basis. (6 semester hours)
- 593. Techniques in Research & Learning in Education.** This course focuses on the disaggregation of the Academic Excellence Indicator System (AEIS) and related data to determine gaps in student performance. Students will learn to apply technology to address identified gaps.
- 595. Research Literature and Techniques.** Review of 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.

Management (MGT)

- 501. Business Simulation.** The student is immersed in dynamic firm and industry data and given the opportunity to demonstrate the application and integration of business theory as well as analysis and decision making in the management of the total business enterprise through a computer processed management simulation. Students who have already completed MGT 401 are not eligible for this course.
- 502. Emerging Issues in Management.** A survey, analysis and critique of contemporary and futuristic management models, theories, and methods. The implications that these will have for the effective management of organizations during the next decade will be examined.
- 504. Total Quality Management Seminar.** A study of the Total Quality Management (TQM) movement. This would include such issues as the history of TQM; the role of TQM in international competition; employee involvement in TQM; TQM and organizational culture; management's part in TQM; and TQM in the service function.
- 506. Seminar In Management.** This course allows stu-

- dents to research topics of current issues in management that are of interest to them. The topics may be of a legal, theoretical, or application nature.
- 508. Strategic Planning.** 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.
- 510. Materials Management.** An analysis of the materials management function as it relates to the flow of materials to, within, and from the organization. The materials function has significant impact on marketing, finance and production. Particular attention will be paid to the effect of efficient materials flow on costs and revenue.
- 515. Production and Operations Management.** 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.
- 527. Managerial Strategy & Policy.** 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. Must be taken during the last semester of enrollment. Prerequisite: All MBA background courses and consent of the instructor. MS students must have taken Acct 526, Econ 576, Econ 577, Mgt 594 and Mkt 526 and have consent of the instructor.
- 540. International Business.** 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.
- 575. Management Science.** 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.
- 587. Executive Development.** An in-depth seminar on the impact of current issues and environmental factors on management and organizations. The primary emphasis of the course is on the development of the skills and knowledge required for successful managerial performance.
- 589. Individual Study.** Individual instruction. May be repeated when topics vary.
- 592. Human Resource Methods.** 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.
- 594. Organizational Behavior.** 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. Lectures, readings, cases, simulation exercises, and role-playing are used.
- 596. Health Care Management.** This course emphasizes the special problems encountered in the Health Care Administration field. The basic principles of management are applied in this special environment of the health care profession. Graduate students are required to do additional readings and analysis in the subject as well as additional work determined by the instructor.
- 597. Special Topics.** Organized class. May be repeated when topics vary. Special courses designed to cover areas of specific interest. (1-3 sch)

Management Information Systems (MIS)

- 528. Emerging Technologies in MIS.** Examines 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. Web-based course. Requires PC skills. Prerequisite: MIS 301, MIS 360, or consent of instructor.
- 540. Technologies of Corporate IT Marketplace.** Study of PC related emerging technologies. Research topics may include networking, software development, artificial intelligence, vaporware, commercial applications, hardware innovations, product comparisons, and keynote addresses. A research paper and a class presentation are required. Attendance at COMDEX is required. (Cross-listed with MIS 440.)
- 589. Individual Study.** Individual instruction. May be repeated when topics vary.
- 597. Special Topics.** Organized class. May be repeated when topics vary. Special courses designed to cover areas of specific interest. (Cross-listed with MIS 497)

Marketing (MKT)

- 501. International Marketing.** An analysis of world markets, their respective consumers and environments, and the marketing management required to meet the demands of the world markets in a dynamic and ever changing setting.
- 503. Relationship Marketing.** This course focuses on bringing quality, customer service and marketing strategies together. The course emphasizes both quality and customer service and how these can be managed towards closing the "quality gap" between what customers expect and what they get.
- 505. Services Marketing.** 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.
- 509. Seminar in Current Problems in Marketing.** A study of current problems and issues in marketing including technology in marketing, services marketing, international marketing, marketing to high technology industries, ethical problems in marketing, direct marketing, building alliances and networks, quality and value in marketing, internal marketing evolving marketing and marketing to special groups.
- 521. Marketing Management.** 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.
- 526. Marketing for Managers.** This course provides the student with an overview of the managerial aspects of marketing including analyzing marketing opportunities, developing marketing strategies, making marketing decisions, and managing marketing programs. Not for MBA credit.
- 589. Individual Study.** Individual instruction. May be repeated when topics vary.
- 597. Special Topics.** Organized class. May be repeated when topics vary. Special courses designed to cover areas of specific interest. (1-3 sch)

Mathematics (MATH)

- 597. Special Topics.** Organized class. May be repeated when topics vary. Special courses designed to cover areas of specific interest. (1-3 sch)

Mathematics Education (MAED)

- 529. Workshop in Math Education.** May be repeated when topics vary. A course designed to provide in-service mathematics teachers with content knowledge and pedagogical techniques for teaching math-

ematics to grades K-12. Topic areas covered include selections from: problem solving; number and operations; patterns, functions, and algebra; geometry and measurement; data analysis, statistics, and probability. Offered in summer as needed.

- 597. Special Topics.** Organized class. May be repeated when topics vary. Special courses designed to cover areas of specific interest. (1-3 sch)

Political Science (PSci)

- 589. Individual Study.** Individual instruction. May be repeated when topics vary.

Psychology (PSY)

- 503. Psychology of Behavior Disorders.** 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.
- 516. Psychological Theories of Learning.** Surveys the various theories of learning from classical and operant conditioning to cognitive developmental models and information processing. Emphasizes application of appropriate theories to real life situations.
- 533. Psychological Testing.** Provides students with a broad overview of the basic principles and ethical issues related to psychological testing. Topics covered include norms, reliability, validity, ethics, and an introduction to the more commonly used tests of intelligence, personality, special abilities, and education/achievement. Prerequisite: Math 453 or equivalent. May be taken concurrently with Internship I for LPC option.
- 535. Behavior Modification.** Examines principles and techniques of behavior modification as it is applied to clinical, school, industrial and self-modification programs.
- 540. Research Practicum.** 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. (Replaces IS 595 for Counseling Psychology majors.)
- 541. Advanced Research.** Allows students to pursue collaborative research with a professor in a specific area of interest to the student. Students select the topic, search the literature, review available material, propose an experimental or other appropriate research design, conduct the study, analyze the data and write the report. The professor will be closely involved

with the student throughout every stage of effort. Prerequisites: Math 453, IS 595 or Psy 540 and consent of the instructor.

- 543. Human Growth and Development.** 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.
- 545. 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.
- 565. Art Therapy for Children and Adolescents.** Provides an experiential and didactic presentation of the theories and techniques of Art Therapy for the child and adolescent populations. Emphasis will be placed on the use of Art Therapy in a range of counseling and educational settings. Prerequisites: Coun 516 or permission of the instructor.
- 571. Personality Assessment.** Focuses on the assessment of personality. Students will administer, score, interpret, and write assessment reports of various objective personality tests, typically including MMPI-2, the 16 PF and the MBTI. Prerequisite: Psychology 533 or equivalent. May be taken concurrently with Internship II for LPC option.
- 572. Intelligence Testing.** 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-R, WISC-III and the WAIS-R. Prerequisite: Psy 533 or equivalent.
- 575. Ethics in Psychology.** Explores 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.
- 576. Addiction Counseling.** A study of substance abuse treatment issues. Background issues to substance abuse treatment such as populations/substances of choice, and additional addictive behaviors will also be highlighted.
- 577. Human Factors in the Workplace.** Introduces students to the basic principles and concepts of human factors as it applies to the design and operation of equipment in human workspaces including mechanical, electrical, and electronic (esp. computers). Er-

gonomic requirements for the work place will be a special focus of a section of this course.

- 578. Marriage and Family Therapy.** 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.
- 579. Psychopharmacology.** 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.
- 580. Industrial Psychology.** Examines the application of psychology in the workplace, including human resources activities (selecting, testing, hiring, promotion, evaluating, etc.), organizational behaviors (leadership, communication, structure), and work conditions (stress-producing environmental factors, scheduling, equipment design, ergonomics, etc.)
- 581. Child and Adolescent Psychology.** 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.
- 589. Individual Study.** Individual instruction. May be repeated when topics vary
- 597. Special Topics.** Organized class. May be repeated when topics vary. Special courses designed to cover areas of specific interest. (1-3 sch)

Reading (RDG)

- 562. Prescriptive Reading.** The classroom teacher will be provided with a framework for examining reading difficulties and techniques for evaluating and providing for reading, strengths and weaknesses.
- 563. Teaching Reading in the Content Areas.** Designed to assist the content area teacher in acquiring the necessary understandings and techniques to more effectively facilitate learning from textbooks.

- 589. Independent Study.** Individual instruction. May be repeated when topics vary.

Science Education (SCED)

- 503. Strategies for Teaching Science.** Diagnosis and remediation of instructional strategies in problem areas in elementary and secondary school science. Also included are problems related to curricula design, instructional materials, and child development. Offered in spring semester of even numbered years.
- 504. Guiding Student Research in Science.** This course is designed to train teachers in content and assessment procedures that address the Texas Essential Knowledge and Skills (TEKS) and Texas Assessment of Academic Skills (TAAS) objectives for all learners. The scientific thinking processes will be emphasized in all aspects of the course. Topic areas covered include basic science concepts and basic methodology for guiding students in doing research and science projects. Offered in spring semester of odd numbered years.
- 505. Teaching Environmental Science.** This course will concentrate on the basic principles of environmental education using a hands-on approach. Basic environmental principles and how to teach them will be stressed. Offered in summer as needed.
- 506. Earth System Science for K-4 Teachers.** This course is built around the study of "spheres"—the biosphere, atmosphere, hydrosphere, and lithosphere. Students will learn about the major concepts important to each of these spheres and how to teach them to K-4 students. Students will also learn to use internet resources and to interact with others in a virtual community of teachers and learners to focus on content, pedagogy and technology integration.
- 507. Earth System Science for Grades 5-8 Teachers.** Students will explain Earth sphere and event interactions in relation to specific events; perform analyses of consequences to the spheres and to specific events; create collaborative, inquire-based classroom applications; and, use technology as a learning and teaching tool for grades 5-8 students. This course is build around the study of the Brazilian deforestation, the Mt. Pinatubo eruption, the Larsen Ice Shelf disintegration, and Hurricane Dennis. Students will also learn to use internet resources and to interact with others in a virtual community of teachers and learners to focus on content, pedagogy and technology integration.
- 508. Earth System Science for Grades 9-12 Teachers.** The focus of this course is on the student developing Earth system science knowledge using the Problem-Based Learning (PBL) Model. The student will then apply what is learned about Earth system science

and Problem-Based Learning to their own grades 9-12 student classrooms and school curriculum. The course is built around the study of the coral reefs, tropical rain forest, ozone, and global climate change. Students will also learn to use internet resources and to interact with others in a virtual community of teachers and learners to focus on content, pedagogy and technology integration.

- 529. Workshop in Science Education.** May be repeated when topics vary. A course designed to provide in-service elementary science teachers with content knowledge and pedagogical techniques for teaching science to elementary school children. Topic areas covered include content in life, earth and physical sciences. The course will utilize hands-on/minds-on methods for teaching science. Offered in summer as needed.
- 589. Individual Study.** Individual instruction. May be repeated when topics vary.
- 597. Special Topics.** Organized class. May be repeated when topics vary. Special courses designed to cover areas of specific interest. (1-3 sch).

Sociology (SOC)

- 589. Individual Study.** Individual instruction. May be repeated when topics vary.
- 597. Special Topics.** Organized class. May be repeated when topics vary. Special courses designed to cover areas of specific interest. (1-3 sch)

Special Education (Sped)

- 512. Characteristics of the Gifted and Talented.** Enables teachers to respond to gifted and talented children through the study of methods, materials, and curriculum for the gifted and talented. Current trends and issues confronting curriculum developers and teachers will be examined through the study of methods, techniques, and approaches of instructional designs for the gifted and talented curriculum.
- 513. Identification and Assessment of the Gifted and Talented.** Designed to present theory and strategies for selection, organization, and effective implementation of differentiated curriculum for the gifted learner. Special emphasis is devoted to development of enrichment models, acceleration models, and curricular models.
- 514. Curriculum for the Gifted and Talented.** Encompasses historic perspectives examining origins and development of theories and models of the gifted and talented. Specific emphasis is given to behavioral patterns and traits that lead to the unique needs of the gifted and talented. Additional emphasis will be on the various age level characteristics from early childhood through early adulthood.

- 515. Counseling and Guidance of the Gifted and Talented.** Addresses the recent trends and issues in providing guidance and counseling for gifted and talented students. Emphasizes teachers' roles and responsibilities in meeting the effective domain needs of gifted and talented students, practical techniques and strategies will be presented.
- 516. Practicum with the Gifted and Talented.** Provides a laboratory setting for hands-on experiences in the classroom setting with gifted and talented students of various age levels. University students will be required to meet specific criteria with mastery of performance objectives in areas of methods, materials selection and/ or development, and implementation of an instructional design. On-site supervision will facilitate the learning process for the university student.
- 520. Technology for Inclusion.** This course will focus 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. Topics to be covered include inclusion, accessible design, and using technology to meet the objectives of Individualized Educational Plan and Transitional Plans of students with disabilities.
- 525. Special Education Law.** Through reading, lecture, multimedia presentations and research, the student will explore special education legislation (federal and state) that has influenced the current practices in public and private schools, agencies, communities, and public services relative to individuals with disabilities. Major emphasis will be on current public school regulations and practices established through the influence of litigated decisions and legislation.
- 540. Introduction to Individuals with Exceptionalities.** This course introduces students to individuals with exceptionalities. The course content focuses on: (1) perspectives, paradigms, and trends in special education; and (2) the nature of specific exceptionalities. The nature of exceptionalities includes; characteristics, etiology, diagnosis, degrees, impact on families and individual, specific needs and interventions, as well as social and cultural influences. Current research, issues and trends are explored.
- 541. Evaluation of Individuals with Exceptionalities.** Focusing on individuals with exceptionalities and/ or those who are at-risk, this course examines a variety of evaluation procedures including formal and informal methods. Interpretation and application of evaluation results are emphasized. Current research, issues and trends are explored.
- 549. Appraisal of Individuals with Exceptionalities.** This course explores assessment methodology, policy, current research, issues, and trends within the field of educational diagnosis. Students are immersed in the leadership roles and responsibilities of educational diagnosticians.
- 550. Individualized Instruction for Students with Disabilities Age 3-8.** Prepares educators to teach pre-school and early elementary age children who have wide ranges of individual differences and varying exceptionalities. Defines and implements programs of instruction to maximize pupil growth in the cognitive and affective domains and will develop vocational interests.
- 559. Individualized Instruction for Students with Disabilities Age 6-14.** Prepares educators to teach primary and secondary age students who are developmentally different. Learn the competencies necessary to identify different learning needs and provide adjustment of the learning situation to meet these needs.
- 564. Individualized Instruction for Students with Disabilities, Age 12-21.** Prepares teachers to meet the needs of older adolescents and young adult learners. Provides competencies necessary to identify factors within the adolescent which impeded learning and to compensate or bring about adjustment to these factors. Enables the teachers to arrange vocational adjustment in the adolescent and young adult.
- 565. Special Education for Regular Educators.** This course prepares general education teachers in the techniques and methods of teaching individuals with disabilities in inclusive settings.
- 566. Behavior Management and Motivation.** This course examines different motivational and behavior management theories and strategies. Techniques used with individual students will be emphasized. The use of functional behavioral assessment, as well as its application to intervention planning are emphasized. Current research, issues, and trends will be explored.
- 589. Individual Study.** Individual instruction. May be repeated when topics vary.
- 597. Special Topics.** Organized class. May be repeated when topics vary. Special courses designed to cover areas of specific interest. (1-3 sch)

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