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Graduate Studies 2008-2009



Accreditation

Texas Christian University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools toward bachelor, master and doctorate degrees. [SACS, 1866 Southern Lane, Decatur, Georgia, 33033-4097; Telephone number 404.679.4501]

Notice of nondiscriminatory policy as to students

Texas Christian University does not discriminate on the basis of personal status, individual characteristics or group affiliation, including but not limited to classes protected under federal and state law.

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Overview

Texas Christian University offers graduate education in numerous fields ranging from the highly abstract to the applied and professional. Because graduate education should be a broadening experience as well as a deepening of knowledge gained from undergraduate programs, the University offers students many options for their graduate studies. But there is a common thread running through all programs – a commitment to excellence, to the highest standards of scholarship in the disciplines and professions represented in the University.

TCU affords its graduate students many advantages: an excellent library; many outstanding research facilities and laboratories; broad-based computer services; an excellent atmosphere for learning; and, most importantly, the opportunity to study with an outstanding and dedicated faculty, many of whom are scholars of national and international reputation. In all of its graduate programs, the University seeks to foster teaching and learning of the highest quality.

See www.graduate.tcu.edu for applications and online information about graduate programs at TCU.

Graduate Programs

Administration

Graduate degrees are administered by the college or school in which the academic program is offered.

M. J. Neeley School of Business

College of Communication

College of Education

College of Fine Arts

AddRan College of Humanities and Social Sciences

Harris College of Nursing and Health Sciences

College of Science and Engineering

Graduate Studies and Research (Master of Liberal Arts)

The policies for graduate study are determined cooperatively by the Administration, the Graduate Council, and the Vice Chancellor for Academic Affairs. The implementation of these policies is the responsibility of the Vice Chancellor.

Accreditations and Affiliations

Texas Christian University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelor, master, and doctoral degrees.

Other memberships and accreditations directly related to graduate study include: Southern University Conference, Association of American Colleges, National Association of Schools of Music, American Chemical Society, Texas Education Agency, the International Association for Management Education, American Speech-Language-Hearing Association, Graduate Management Admissions Council, The Association of Texas Graduate Schools, Texas Board of Nurse Examiners, the Council of Graduate Schools, Commission on Collegiate Nursing Education, Association to Advance Collegiate Schools of Business, and Accrediting Council on Education in Journalism and Mass Communication.

Oak Ridge Associated Universities

Since 1962, students and faculty of Texas Christian University have benefited from its membership in Oak Ridge Associated Universities (ORAU). ORAU is a consortium of 98 colleges and universities and a contractor for the U.S. Department of Energy (DOE) located in Oak Ridge, Tennessee. ORAU works with its member institutions to help their students and faculty gain access to federal research facilities throughout the country; to keep its members informed about opportunities for fellowship, scholarship, and research appointments; and to organize research alliances among its members.

Through the Oak Ridge Institute for Science and Education (ORISE), the DOE facility that ORAU operates, undergraduates, graduates, postgraduates, as well as faculty enjoy access to a multitude of opportunities for study and research. Students can participate in programs covering a wide variety of disciplines including business, earth sciences, epidemiology, engineering, physics, geological sciences, pharmacology, ocean sciences, biomedical sciences, nuclear chemistry, and mathematics. Appointment and program length range from one month to four years. Many of these programs are especially designed to increase the numbers of underrepresented minority students pursuing degrees in science and engineering-related disciplines. A comprehensive listing of these programs and other opportunities, their disciplines, and details on locations and benefits can be found in the *ORISE Catalog of Education and Training Programs*, which is available at <http://www.orau.gov/orise/educ.htm>, or by calling either of the contacts below.

ORAU's Office of Partnership Development seeks opportunities for partnerships and alliances among ORAU's members, private industry, and major federal facilities. Activities include faculty development programs, such as the Ralph E. Powe Junior Faculty Enhancement Awards, the Visiting Industrial Scholars Program, consortium research funding initiatives, faculty research and support programs as well as services to chief research officers.

For more information about ORAU and its programs, contact:

Bonnie E. Melhart
Associate Provost
ORAU Councilor for Texas Christian University

Monnie E. Champion
ORAU Corporate Secretary (865) 576-3306; or

Visit the ORAU Home Page (<http://www.orau.org>)

Graduate Degrees Offered

Master of Accounting

Master of Arts

Art History
Biology
Chemistry
English
Environmental Science
History
Physics
Psychology

Master of Arts in Teaching

Mathematics

Master of Business Administration

Master of Education

Counseling
-*Child Life*
-*Licensed Professional Counselor*
-*Student Affairs*
Curriculum Studies
Educational Administration
Elementary Education
-*Child Life*
Elementary Education Early Childhood 4/1
Elementary Education Middle Grades 4/1
Secondary Education 4/1
Science Education
Special Education

Master of Environmental Management

Master of Fine Arts

Studio Art
-*Painting*
-*Photography*
-*Printmaking*
-*Sculpture*

Master of International Management

Master of Liberal Arts

Master of Music

Conducting
-*Band*
-*Choral*
-*Orchestral*
Musicology
Performance
-*Band/Orchestral Instruments*
-*Keyboard Studies*
Piano Pedagogy
Theory/Composition
Vocal Pedagogy
Vocal Performance

Master of Music Education

Master of Science

Advertising/Public Relations
Biology
Chemistry
Communication Studies
Environmental Science
Geology
Kinesiology
Journalism and Mass Communication

Nurse Anesthesia
 Nursing
 -Nursing Education
 -Pediatric Clinical Nurse Specialist
 Physics
 Psychology
 Speech-Language Pathology

Doctor of Education

Educational Leadership

Doctor of Musical Arts

Composition
 -Music History
 -Performance
 Conducting
 -Music History or Theory
 -Performance
 Performance
 -Composition
 -Theory or History
 -Voice Pedagogy
 Piano Performance
 Piano Pedagogy

Doctor of Nursing Practice

Doctor of Philosophy

Chemistry
 Educational Studies
 -Science Education
 English
 History
 Physics
 -Astrophysics
 -MBA
 Psychology

Graduate Certificates Offered:

Post-master's Adult Health CNS
 Post-master's Nursing Education
 Supply and Value Chain Management
 Women's Studies

Admission

Texas Christian University will admit qualified students without regard to race, color, religion, gender, national origin, age and veteran or handicapped status, in accordance with Title IX and other governmental regulations.

General Requirements

For admission, an applicant must possess a bachelor's degree from an institution regarded as standard by the University and a regional accrediting agency.

For unconditional admission, the student must have satisfactory undergraduate preparation for the particular degree sought. This is determined by the chair of the major department and the dean of the appropriate school/college, and includes a "B" average in either the last 60 hours of undergraduate work or in all undergraduate work; a "B" average in the major field and satisfactory scores on the appropriate tests required by the school or college.

Individual departments or schools or colleges may set higher standards and require other tests. Specific departmental admission requirements are given at the beginning of the list of departmental course offerings.

A satisfactory application does not guarantee acceptance. An application may be rejected if there are more applicants than openings in the intended major area or if the program TCU provides is not suitable to the applicant's vocational goals, for example.

Complete and certified transcripts (mailed from the registrar's office directly to TCU) from all colleges attended, an application form with application fee (if applicable) and a Report of Health History including documentation of the required immunizations are required. These forms may be obtained from the appropriate dean's office.

Undergraduate Prerequisites

In most departments, a minimum prerequisite of 24 semester hours is required in the major field.

Deficiencies in Preparation

A student who lacks certain courses prerequisite to full standing for graduate study must enroll in these as soon as possible by arrangement with the major department. ("Enrolled in" refers to a valid registration for an academic course at TCU.)

Types of Admission

TCU provides six types of admission:

1. Unconditional Admission

Unconditional admission is granted to applicants who have met all of the general requirements for admission as well as the particular admission requirements of the department and school/college, and who have completed all admission formalities.

2. Conditional Admission

Conditional admission may be granted to applicants who have been unable to complete all admission requirements by the application deadline. In each such case, an appropriate, specific deadline for satisfying the explicit conditions is given to the student, not to exceed one semester, and may include restriction of hours to be taken as a conditionally admitted student. Special permission to extend the deadline by at most one semester may be requested in writing from the college or school dean. Students who have not removed the conditions by the extended deadline will not be permitted to register for classes. Schools and colleges may have more stringent policies regarding conditional admission.

3. Non-Degree Graduate Admission

Non-Degree graduate admission may be given to an applicant who (1) meets the general requirements for admission, (2) is not an applicant for a degree program, and (3) wishes to enroll for graduate work for credit.

Non-Degree admission requires completion of the appropriate application form, a letter stating why the student is requesting non-degree admission, \$50 application fee, and submission of one official transcript mailed to TCU from the registrar's office of each college attended showing all work the student has previously completed. Applications for Non-Degree admission require the approval of the department concerned and the appropriate dean's office. A maximum of 9 hours of graduate study is permitted under Non-Degree admission.

Courses taken under this status are **not** credited toward requirements for a degree. If, at some later date, degree admission is desired, the student must complete all regular admission formalities. At the time of application for degree admission, courses previously taken as a non-degree student may be evaluated for possible degree credit. Upon recommendation of the department to which the student is admitted and with approval of the appropriate dean's office, a maximum of 9 hours taken in a non-degree graduate status may be credited toward degree requirements.

4. Visiting Graduate Student Admission

Visiting Graduate Student admission may be granted to students enrolled in graduate programs at other universities but who desire to take courses from TCU for transfer. Students should get prior approval for this work from their graduate school since the receiving institution has the right to accept or reject transfer courses.

Requirements for Visiting Graduate Student admission are a completed application form, including \$50 application fee, and a letter of good standing mailed to TCU from the registrar's office of the student's institution.

5. Admission for TCU Seniors

Admission for TCU seniors is sometimes permitted. A qualified TCU senior may begin graduate work during the final bachelor's semester. The student must be within 9 hours of completing all requirements for the bachelor's degree and must be enrolled for the courses which will fill those requirements.

In addition to other application materials a statement of standing indicating that the student is within the 9-hour limit of completing the degree requirements from the registrar or the academic dean is required. These materials must be submitted prior to the registration period. This admission is limited to TCU seniors only and may be for degree admission or for non-degree student admission.

6. Workshop Admission

Workshop Admission is a simplified admission procedure for the student who wishes to attend a special graduate seminar or workshop offered by TCU. Admission will be granted to applicants who hold at least a bachelor's degree from an accredited institution in the U.S. or proof of equivalent training at a foreign institution and are in good standing at all colleges and/or universities previously attended. Graduate credit will be given for grades of "B" or better. Such a student is not regarded as an applicant for a degree program.

Procedures for Making Application for Graduate Study

In most cases, application may be made online. Visit the appropriate School or College website from www.graduate.tcu.edu for information about applying online.

Paper applications, along with a \$50 application fee, should be sent to the following offices at Texas Christian University, Fort Worth, Texas 76129, depending on the desired field of study:

M. J. Neeley School of Business
TCU Box 298540

College of Communication
TCU Box 298040

College of Education
TCU Box 297900

College of Fine Arts
TCU Box 298000

AddRan College of Humanities and Social Sciences
TCU Box 297200

Harris College of Nursing and Health Sciences
TCU Box 298625

College of Science and Engineering
TCU Box 298960

Graduate Studies and Research
TCU Box 297023

In addition to the application for admission, prospective students must have two official transcripts mailed from the

registrar's office, for all previous colleges attended, to the appropriate office. If the last school attended was TCU, the appropriate office will obtain the necessary records.

Notices of admission to graduate study are not held for release on any particular date but are sent as soon as action is taken. Successful applicants are notified of the date for which acceptance has been granted.

Graduate Financial Aid Applications

Candidates for fall admission who are applicants for financial aid should complete all application procedures by March 1 preceding the fall semester they plan to begin study. A financial aid form may be submitted at the same time as the application for admission and may be obtained from the offices listed above.

Graduate Entrance Examinations

Official Scores on the Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT) or other appropriate professional tests must be submitted if required by the major department. The examinations are administered through the Educational Testing Service (ETS), www.ets.org. Official scores must be sent to TCU by ETS. See college/department listings for required tests and other admission requirements.

Information and Registration Bulletins for the GRE are available from ETS and in Graduate Studies and Research, 208 Sadler Hall; GMAT applications are available from ETS and in the MBA Office in the M. J. Neeley School of Business.

Graduate Admission for TCU Faculty

Members of the TCU faculty with the rank of instructor or above who meet the regular requirements for admission are eligible to register for individual graduate courses or for graduate work leading to an advanced degree. However, they are not eligible to become candidates for a doctoral degree in the academic unit in which they are employed at TCU.

Graduate Admission for International Students

1. Admission of International Students

Admission standards are the same for all students, regardless of country of origin or residency. However, students on F or J visas are required to show English proficiency via the TOEFL (Test of English as a Foreign Language), with a score of 550 (paper), 213 (computer), or 80 (internet). The TWE may also be required and it is at the discretion of individual departments to establish higher standards if necessary.

TCU's Intensive English Program staff conducts interviews and exams where necessary in support of TOEFL and TWE requirements and University graduate study expectations. Extra support/needs are reported to the graduate director, and the student will be notified as to courses needed during the students' first term and any subsequent terms of study.

Transfer students within the United States may submit evidence of one year of successful study (within the last two years) in order to have evidence of English requirements waived.

2. Financial Capability and Affidavits

F and J students are required by US law to provide evidence of sufficient funding to live and study in the United States prior to issuance of any immigration documents. A sufficient financial packet must include, **a)** the TCU Financial Statement accompanied by an original bank statement indicating sufficient funding for ALL expenses. This may be completed by student, family, friend or organization, but must include specific financial data on official financial institution letterhead, **b)** as well as an Affidavit of Support from persons named in sponsorship records, verifying willingness to sponsor student. Students should submit any financial award from TCU as part of their financial portfolio. All international graduate students must pay a non-refundable \$50 orientation fee, due at the time of application submission. There is an additional application fee for students applying to the Neeley School of Business. The regular graduate school application fee is waived for international applicants to programs not in Neeley. Further information may be found at wholewideworld.tcu.edu and includes all necessary forms.

3. Medical Insurance Coverage and University Health Record Requirements

All students on student visas must have insurance coverage during their entire time at TCU. The Brown Lupton Health Center provides coverage for international students; enrollment is mandatory and automatic for all students, with the exception of those students in sponsored (J Visa) programs requiring purchase prior to arrival. Students with dependants (F-2/J-2) may request waiver under specific circumstances, but national coverage in home country does not merit waiver and will not be considered.

A medical history form with a record of all immunizations is required prior to registration and is included in the prearrival packet for international students.

4. Prearrival Information

Wholewideworld.tcu.edu contains information on the above requirements and many other questions you have about coming to TCU. Included are web applications to request a roommate prior to arrival, what you can expect when you get to Texas, and a lot of useful information that has been selected based upon student input on needed information before, during and after initial arrival in the United States.

Financial Aid

Tuition and Fees

Tuition and fees at TCU are usually set in the spring to be effective with the following fall session. Current tuition and fee schedules are available from:

Financial Services
TCU Box 297011
Fort Worth, TX 76129
(817) 257-7834

Office of Graduate Studies and Research
TCU Box 297023
Fort Worth, TX 76129

(817) 257-7515

or any dean's office.

Payment. Texas Christian University has a monthly billing cycle. Payment in full for each semester's charges is due no later than the due date specified on the first statement on which the charges for the semester appear. If full payment is not made, an optional monthly payment plan is available for the fall and spring semesters. A minimum payment of 20% of total semester charges is due in each monthly installment. No advance notice is required to participate in the payment plan option. However, finance charges will be assessed monthly on unpaid balances under the payment plan. More detailed information about the payment plan option is available from the Director of Student Financial Services. The payment plan option is not available for summer sessions.

Students receiving financial aid may participate in the payment plan option. The minimum amount due on the statement should be the total semester amount due less any financial aid awarded (except work study, which is paid directly to the student during the semester).

Payment deadlines must be met or the student may be denied advance or current registration. The ability to register in subsequent semesters may be denied if the student account is in arrears. Transcripts will not be released nor will a degree be awarded unless the student has satisfied all financial obligations to the University, including loans made through the University. Student accounts must be current to be eligible to make residential housing reservations and to make charges to student accounts using the student's University identification card.

A **finance charge** is assessed monthly on billed items not paid by the stated due date. This applies to all accounts regardless of payment plan participation. More detailed information is available from the Director of Student Financial Services.

Miscellaneous Charges. University Store purchases, library and parking fines, health insurance, health center services and medications, parking permits, copying charges, dining add-on charges and finance charges are billed monthly and must be paid in full each month

Refunds. For a fall or spring semester, a student who withdraws from a course or from the university on or before the fifth class day may receive a 100 percent tuition refund. If withdrawal occurs on or before the tenth class day, a 75 percent tuition refund is made. A 50 percent tuition refund is made upon withdrawal on or before the 15th class day, and a 25 percent tuition refund is made if withdrawal is made on or before the 20th class day.

Return of Federal Financial Aid. A student who withdraws from the University before the 60% point in the enrollment period (summer, fall or spring) may have to return a prorated portion of the financial aid he or she received or that TCU received on his or her behalf. Detailed information about the federal policy on the "Return of Title IV Funds" is available in the financial aid office.

Types of Financial Aid

Several types of financial aid are available to graduate students. Applicants must be admissible to a graduate program, have an outstanding academic record and present favorable recommendations. Students admitted conditionally are not normally eligible for graduate financial aid until all conditions have been met. The academic deans make most graduate financial aid appointments.

No student may hold both a fellowship and any other assistantship concurrently. Inquiries regarding graduate financial aid may be directed to the appropriate school/college. The following appointments are available:

Teaching, Research, or Graduate Assistantships provide a partial or whole tuition grant and often include a stipend for the academic year for teaching assignments, or equivalent research and/or departmental duties. The maximum assignment is two classes or three labs each semester, or equivalent research duties or a combination of research and teaching duties.

Fellowships and Scholarships provide tuition grants (Fellowships also include a stipend) and require no duties. Most appointments are for 9 or 12 months.

Information Services Traineeships provide tuition and stipends for an academic year. These appointments require half-time duties in Information Services and are available to graduate students regardless of field or specialization. Summer half-time appointments are available to holders of these traineeships.

Tuition Grants are available for some identified majors/groups.

Part-time students in the School of Education and the School of Nursing may qualify for the tuition assistance program (TAP) in their college. Other part-time students may apply for a Professional Development Grant (PDG), funds permitting. These awards may not be combined with other University-administered financial aid.

City of Fort Worth Employees are eligible to receive tuition assistance in accordance with the cooperative agreement between TCU and the City of Fort Worth. (Other employed students are encouraged to check with their employer to determine if scholarship or tuition assistance is provided for this program.)

For further information about tuition grants, contact the appropriate dean's office or the Graduate Financial Aid Advisor, 208 Sadler Hall.

Residence Hall Directorships. The hall director is a full-time staff member employed by the Office of Residential Living and Housing. Appointments are made annually for the 20 positions, which are available for members of either sex, regardless of marital status. While holding the position of a full-time staff member, the hall director may pursue limited graduate or undergraduate studies in any area of the University.

The hall director receives a 9-month salary. University living quarters are provided during the period of employment. Additionally, this position offers an excellent opportunity to gain experience with students in the University setting. A limited number of Residence Hall Directorships are available for the summer as well. A special application form for residence hall directorships may be requested from the Director of Residential Services, TCU Box 297360, Fort

Worth, Texas 76129.

Terms of Appointment

1. An appointee must enroll as a full-time graduate student each semester and summer session during which a stipend or tuition grant is drawn. In exceptional circumstances, provisions might be made for part-time students. Otherwise, if the appointee drops courses that cause the enrollment to fall below the minimum full-time academic load, he or she will be requested to vacate the appointment.
2. Students enrolled in a Four-One Program must have completed all requirements for the undergraduate degree in order to receive graduate financial aid.
3. If a student's graduate work is not satisfactory, the appointment may be terminated.
4. Recipients of awards are required to pay the fees required of all other students and any tuition not covered by the award.
5. Outside employment for students holding financial aid carrying stipends is discouraged. The University assumes that the student's primary obligation is toward graduate study. The program director and the dean of the appropriate school/college reserve the right to review any outside employment and require that the student modify the commitment to the outside employment or relinquish the financial aid appointment.
6. The tuition remission grant is to be used during the duration of the appointment and may not be carried over for another term or semester.
7. The tuition remission grant covers courses that will be credited toward the student's degree. This may include prerequisites set by the department.

NOTE: In general, any payment to a student in return for providing services to TCU that are not directly related to the students overall educational progress, is considered compensation for employment and is therefore taxable.

The paragraph above is a statement of general applicability. It is not to be construed as legal advice. Students seeking particular advice should consult with the appropriate university officials and/or seek competent professional assistance.

Procedures for Applying for Fellowships and Assistantships

Some departments require a special application form for financial aid in addition to the regular application for admission. This form, available from the appropriate dean's office and/or on the web site, may be submitted at the same time as the application for admission.

Fellowship and assistantship applications for the fall semester are due between the 1st of February and the 15th of March, depending on the department. Contact the appropriate dean's office for deadlines. Appointments are announced by April 15. Initial appointments are not usually available for the spring and summer semesters.

TCU adheres to the following Resolution of the Council of Graduate Schools in the United States:

"Students are under no obligation to respond to offers of financial support prior to April 15; earlier deadlines for acceptance of such offers violate the intent of this Resolution. In those instances in which a student accepts an offer before April 15, and subsequently desires to withdraw that acceptance, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer."

Graduate Education of Ex-Service Men and Women

The benefits available to undergraduate veterans are also available for graduate students. These matters will be cleared through the Veterans Certification Officer, Room 17, Sadler Hall, TCU.

Federal and State Student Financial Aid

Graduate students may be eligible for the State Tuition Equalization Grant (for Texas residents) and the Federal Student Loan programs. Interested applicants must file the Free Application for Federal Student Aid by March 15 for fall entry and September 1 for spring entry to ensure the results are received by TCU's deadlines of May 1 and November 1 respectively. Grant funds are limited and may not be available after established deadlines.

TCU is a lender in the Federal Stafford Loan program and graduate applicants eligible for the Stafford may select TCU to fund their loan. 100% of the proceeds from this loan program go to fund need-based grants for TCU students. While we encourage you to consider using TCU, you may select any lender who participates in this program

Graduate students may also have eligibility for the Federal Graduate PLUS Loan or for private loans. TCU provides a list of lender recommendations but students may select any participating lender. Further information is available at www.financialaid.tcu.edu. Students are encouraged to borrow no more than is absolutely necessary to cover your educational costs.

After a student has been awarded and has accepted a loan on <https://my.tcu.edu>, notification will be received by e-mail explaining the Loans By Web application process. To select TCU as lender, enter the lender ID 834140 during completion of the Loans By Web application process.

Applicants selected for verification will be required to submit a copy of the previous year's federal tax return. Additional documents may be required in individual cases. Contact the Graduate Financial Aid Advisor in the Office of Scholarships and Student Financial Aid, TCU Box 297012, for additional information. The following Financial Aid Satisfactory Academic Policy applies to graduate students receiving state or federal aid (including loans).

All students are required to maintain certain requirements to receive federal or state financial aid. Credit hours attempted, credit hours completed and TCU grade point average are reviewed in June, in consultation with the academic dean, to determine whether satisfactory progress is being maintained. Additionally, a student on Academic Warning will be reviewed at the conclusion of each academic semester.

Master's Degree Requirements

In addition to the general academic regulations, the particular requirements of the master's degree are given below and in the separate listings for departments and programs.

Residence Requirement

The minimum residence requirement for all master's degrees is two consecutive long semesters or their equivalent.

Transfer Credit

Limited graduate credit earned from another accredited college or university will be considered for transfer to a master's program at TCU. Written request for transfer credit, with appropriate transcripts, should be made at the time of application for admission. Such credit must be applicable to the student's program as determined by his or her adviser, carry at least a "B" grade (3.0 on a 4.0 scale), and be residence credit, not extension or correspondence. Six semester hours of transfer credit usually is all that will be accepted, but under special circumstances additional hours may be considered subject to approval by the chair of the major department and the dean of the school/college.

Permission to interrupt residence to earn graduate credit elsewhere for use on a TCU degree must be approved in advance with a formal request addressed to the dean and conferral with the department involved.

Additional Master's Degree

TCU graduate students who either are currently enrolled in a master's degree program or who have already earned a master's degree from TCU or from an approved program outside of TCU may apply for an additional master's degree from TCU.

Approval of an additional master's degree from TCU must satisfy the following conditions as determined by the academic dean governing the additional master's degree.

- All requirements relevant to the additional master's degree must be satisfied.
- No more than nine (9) hours of approved course work for the prior (or concurrent) master's degree may be applied.
- Petition for applied course credit must be submitted in writing.
- Applied course(s) must carry at least a "B" grade (3.0 on a 4.0 scale) and must be verified by accompanying official transcripts.
- Only non-thesis credits will be considered.
- All credits applicable to the additional master's degree must be earned within five (5) calendar years following matriculation.

Advisory Committee (Not applicable to the M.B.A. or M.L.A. program.)

An advisory committee of three faculty members is appointed by the dean for each graduate student after completion of the equivalent of a full semester of graduate work, usually 12 hours.

Until the student receives notice of the appointment of an advisory committee, he or she should consider the chair of the major department as the adviser, unless the department otherwise makes provision.

Admission to Candidacy (Not applicable to the M.B.A. or M.L.A. program.)

A student pursuing a master's degree will have a petition to candidacy prepared by the dean's office after 9 or more hours of course work have been completed, and after all conditions to admission have been met, including the pertinent aptitude test records, departmental or other required examinations, and foreign language requirements, if any. The student does not need to make a formal request for candidacy.

Registration for the second half of the thesis will not be accepted until all requirements for candidacy have been fulfilled. Until that time the student is not considered a candidate for a degree.

Intent to Graduate

At the beginning of the semester in which the student plans to graduate, an Intent to Graduate form should be filed with the appropriate dean's office. In the event that graduation cannot be completed, a cancellation form must be filed in the dean's office. An Intent to Graduate form must be refiled in case of postponement. A non-refundable graduation fee is charged when the intent is filed.

Thesis Preparation

The thesis required in many of the master's degree programs represents the climax of the student's program and is expected to demonstrate thoroughness of research, keenness of analysis, and effectiveness of expression.

A student is required to register for at least 6 hours of thesis, and must register for at least one hour during any fall or spring semester in which the student is working with committee members or using University facilities. Check specific department listings for further restrictions. During the summer the student must enroll for at least one thesis hour in at least one of the summer sessions. In addition, the student must enroll for at least one hour of thesis in the semester in which he or she plans to complete the thesis and take the final oral examination.

General instructions for preparing and presenting theses should be obtained from the appropriate dean's office well in advance of the actual thesis writing. The form presented should be followed in all cases unless a recognized professional variation is authorized by the major department under agreement with the dean.

The thesis subject must be approved by the advisory committee, who should be consulted frequently in the progress of the thesis so that proper guidance may be given. All members of the committee should approve the thesis draft before the final version is posted. Students should particularly note the special deadlines for thesis preparation and distribution. These deadlines may be obtained each semester from the dean's office.

The usual process requires electronic submission of a PDF file according to the instructions posted at lib.tcu.edu/NDLTD/. Copyright and bound copies may be obtained; fees for these optional services are paid by the student.

Final Oral Examinations

Where master's degrees require a final oral examination the exam will cover all work taken for the degree, including the thesis, if any. The examining committee will be composed of the candidate's advisory committee, and others as may be designated by the major department. The examination may not take place later than the date listed in the Deadlines for Graduate Students each semester.

The candidate must show satisfactory completion of all courses in the degree program, except those in progress, before the oral examination may be given. Only one re-examination on a failed oral will be permitted, the date to be set at the discretion of the examining committee. In addition to the final oral examination, written examinations may be required at the discretion of the major department.

A student must be enrolled for a minimum of one hour of credit during any term (fall, spring, or any one of the three summer sessions) in which the student is using University facilities, working with faculty or taking the final oral examination.

Summer Completion of Degree Programs

A student planning to complete the thesis and/or oral examinations during the summer, particularly during the second 5-week term, should check with advisory committee members prior to the end of the spring semester to affirm that their schedules will make them available during that period.

Time Limit

The student is expected to complete work, including thesis if required, within a period of five years from the date of the earliest credit to be counted on the degree (including transfer credit, if any). See M.J. Neeley School of Business "Program Length" for its requirement.

Extension of time must be applied for in writing through the chair of the major department who will then make a recommendation to the dean of the school/college. The letter should explain why the degree was not completed within the time limit and should present a schedule for completing the program. Additional courses may be assigned to students who do not complete the degree within the time limit.

Ph.D. Degree Requirements

Program of Study

The Ph.D. degree is essentially a research degree. Although course work is a necessary part of the program, the mere accumulation of course credits will not be sufficient for attaining this degree.

The Ph.D. degree may be completed in three years at the minimum. Under the minimum program, the first two years will be given to course work, seminars and related research. The third year primarily will encompass dissertation research. Students whose preparation is incomplete or who will be engaged in part-time teaching or paid research will extend their programs accordingly. In such cases, a four- or five-year program would not be unusual.

A master's degree is not necessarily prerequisite to candidacy for the Ph.D. degree. A student entering a doctoral program after obtaining a master's degree would normally be classified as being in the second year of graduate study, as defined below.

Departments may, at their discretion, require that a formal minor be included in the total program. A formal minor requires at least 6 hours credit beyond the master's or 12 hours beyond the bachelor's degree.

All students in the doctoral programs are required to do a certain amount of teaching or research, appropriate to the goals of the student, as part of their training for the advanced degree.

Students must register for course work or dissertation in each semester or summer session during which they utilize University research facilities or occupy a library carrel.

Residence Requirement

The second year or its equivalent must be completed in continuous full-time residence at TCU. Residence should not include dissertation hours.

"Second year" is defined as the period equivalent to the second year of a minimum three-year program. "Residence" is defined as attendance at on-campus classes or on-campus directed study. "Full time," in general, requires that a student be enrolled for a minimum of 9 hours of graduate courses per semester or its equivalent in a combination of coursework, teaching and research.

Residence must be the academic year of consecutive fall and spring semesters.

Foreign Language Requirement

Individual departments specify the conditions and policies for meeting foreign language requirements. Consult the departmental graduate adviser for this information.

Any one of the following may satisfy the general requirement of the University for proficiency in a foreign language:

1. Recent completion of the second college year of an approved language with an average of 3.0 grade minimum.
2. Demonstration of reading knowledge by an examination administered by the student's major department, with the examination over selected literature in the student's major field.
3. Presentation of a certificate of completion of a similar foreign language examination for another graduate school.
4. Presentation of satisfactory scores on the Graduate Foreign Language Test of the Educational Testing Service.

The foreign language requirement must be satisfied prior to admission to candidacy. An international student may request that his or her native language be accepted, but it must be one which is needed for research at TCU. He or she must demonstrate ability to translate this language into English and, if no examiner is available in the foreign languages department, pay any required fee for employment of an approved interpreter. The substitution must have the approval of the chairman of the major department and the dean of the college.

Advisory Committee

An advisory committee of at least four persons will be assigned to the doctoral student by the dean on the recommendation of the major department. The committee will be appointed early during the second year and should consist of those persons under whom the student will take his or her qualifying examinations, including at least one person from the minor field, if any. This committee, with the student's dissertation director as chair, formulates the remainder of the student's program of study and submits it to the dean for approval.

Qualifying or Preliminary Examinations

All doctoral programs require some form of qualifying or preliminary examinations. It is the purpose of these examinations to evaluate the student's capability for advanced creative analysis and synthesis in the major specialization and in the related disciplines. The qualifying examination may not be taken earlier than the second semester of the second year of the student's graduate program. If language requirements exist, at least one language requirement must be completed prior to taking the qualifying examination. This examination will cover the major field, designated sub-fields and minor, if any. It must be written, or written and oral.

Only one re-examination will be permitted, and this only after such time interval and under such conditions of additional study as the advisory committee may decide. Each student should consult the departmental requirements listed in the "Courses of Instruction" section for specific information regarding the type of examination, the fields to be covered and the expected completion date.

Admission to Candidacy

A student becomes a "candidate" for the Ph.D. degree upon passing the qualifying or preliminary examinations and meeting the foreign language requirements of the department, provided he or she has also made up any course deficiencies and the Graduate Record Examination scores have been recorded. The student does not need to make a formal request for candidacy.

Intent to Graduate

At the beginning of the semester in which the student plans to graduate, An Intent to Graduate form should be filed with the appropriate dean's office. In the event that graduation cannot be completed, a cancellation form must be filed in the dean's office. An Intent to Graduate form must be refiled in case of postponement. A non-refundable graduation fee is charged when the intent is filed.

Dissertation Preparation

A dissertation is required in all doctoral programs. It must demonstrate superior research abilities, capacity for sound independent analysis and judgment and effectiveness of expression. A student is required to register for at least 12 semester hours of dissertation and must register for at least one hour during any fall or spring semester in which the student is working with committee members or using University facilities. Check specific department listings for further restrictions. During the summer the student must enroll for at least one dissertation hour during at least one of the summer sessions. In addition, the student must enroll for at least one hour during any fall or spring semester in which he or she plans to complete the dissertation and take the final oral examination.

Registration for the first half of the dissertation will not be accepted until the major department notifies the dean's office in writing that the student is eligible for dissertation registration. Registration for the second half will not be accepted until the student has been admitted to candidacy, and until that time the student is not considered a candidate for a degree.

Instructions for preparing and presenting dissertations should be obtained from the appropriate dean's office well in advance of actual dissertation writing. The form given should be followed in all cases unless a recognized professional variation is authorized by the major department under agreement with the dean.

As early as possible each student should initiate a program of individual reading and study leading to the selection and development of the dissertation research. This program should proceed under the supervision of the chair and other members of the advisory committee. At least three, and preferably all, members of the committee should approve the draft of the dissertation before the final version is posted. The student should note the special deadlines for dissertation preparation and distribution available each semester.

The usual process requires electronic submission of a PDF file, according to the instructions posted at lib.tcu.edu/NDLTD. Copyright and bound copies may be obtained; fees for these optional services are paid by the student.

Final Oral Examination

Each candidate for a doctoral degree must take a final examination covering the dissertation and related fields. The examining committee will be composed of the candidate's advisory committee and others as may be designated by the major department. The final oral examination will be announced and open for audit to the graduate faculty and to others invited by the advisory committee. The examination may not be held later than the date listed in the Special Deadlines for Graduate Students.

Only one re-examination on a failed oral examination will be permitted, the date to be set at the discretion of the examining committee.

A student must be enrolled for a minimum of one hour of credit during any term (fall, spring, or any one of the three summer sessions) in which the student is using University facilities, working with faculty or taking the final oral examination.

Time Limit

The work for the Ph.D. degree must be completed within six years after the student has been admitted to candidacy. Extension of time must be applied for in writing through the chair of the major department who will then make a recommendation to the appropriate dean. The letter should explain why the degree was not completed within the time limit and should present a schedule for completing the program.

Policies and Procedures**Registration**

Students must be enrolled as graduate students to be eligible to receive graduate credit. Graduate students planning to enroll for courses offered outside the unit in which they will receive their degree must receive written permission to enroll from a representative of the unit offering the course. Permission to enroll must be obtained prior to enrollment. Failure to receive prior written permission may result in cancelled enrollment because of space or program requirements.

All students and prospective students are responsible for consulting and following the Academic Calendar which includes dates for the registration periods.

Adding Courses/Schedule Changes

The Academic Calendar specifies the last day for adding or changing courses each semester and each summer term. Any changes in schedule after the posted deadlines, including section changes, requires permission from the student's dean.

Withdrawal from Class

The purpose of student-initiated withdrawal from courses is to enhance the learning opportunity in a program of study. On recognition that a student may lack the background needed for the mastery of course content, the subject matter in a course does not match student need or interest as anticipated, or that course requirements will limit effective appropriation of learning in a semester's overall program of study, a student may officially withdraw from a course and receive a "W" in accordance with the policy stated below.

Mere absence from a class does not constitute withdrawal. In order to withdraw from a course, a student must go through official established procedure.

By following established procedures, students may withdraw from any class until five (5) academic days (fall and spring semesters only) following the published date mid-semester reports of unsatisfactory work are due to the Registrar. Consult the official academic calendar for withdraw dates during summer terms. The date of withdrawal for all purposes, including tuition adjustment, shall be the date of official withdrawal.

There will be no withdrawals after this date during the fall and spring semesters, or a comparable period during a shorter term.

Any student who experiences unusual hardship may seek special consideration through a written petition to the dean of the school/college in which he/she is enrolled. Petitions should, where possible, be documented with supporting statements from a doctor, counselor or family member. That a student is doing unsatisfactory work in a course will not be taken as sufficient reason for special consideration. If, in the opinion of the dean, the request is justified, a grade of "Q" (dropped by the dean's permission) may be assigned by the dean after consultation with (1) the instructor of the course, (2) the chair of the department and (3) the dean of the school/college in which the course is offered. Any dean assigning a "Q" will notify the Registrar's Office.

Academic Load and Full-Time Status

A student must be enrolled for a minimum of 9 hours of graduate courses to be considered a full-time resident student. However, 12 or more hours are required in some programs to meet the special regulations under which some students attend; these cases will be considered individually by the department chair and the appropriate dean. A graduate student registering for a total of six semester hours during the three summer terms will be considered a full-time graduate student.

If a student has successfully completed all course work including thesis and dissertation hours and lacks only the thesis or dissertation completion, he or she must be engaged in full-time research and be enrolled for a minimum of 1 hour of thesis or dissertation credit during any fall or spring semester in which the student is working with his or her committee or using University facilities. A student working with the committee or using University facilities during the summer must enroll for at least one thesis or dissertation hour during one summer session. In addition, the student must enroll for at least one hour of thesis or dissertation in the semester during which he or she plans to complete the thesis or dissertation and take the final oral examination.

A student holding a full-time teaching assistantship or a fellowship may, upon consultation and approval of the department chair and the appropriate dean, be regarded as a full-time student if enrolled for a minimum of 9 hours of graduate work for credit or its equivalent in a combination of course work and research and/or teaching.

A graduate student doing no outside work may carry a maximum of 15 semester hours during each of the fall and spring semesters.

The University reserves the right to suspend or restrict the re-enrollment of any student who demonstrates that he or she is suffering an emotional, nervous or mental disorder or impairment which renders the student unable to profit from or contribute to the educational program of the University or which is harmful or disruptive to others.

Audit Enrollment

Auditors are admitted to classes on a space-available basis only. A non-refundable audit fee is charged. Students wishing to audit **graduate** courses must be admitted for graduate study in the appropriate program and have written approval of the instructor of the course for which they wish to register. Non-degree graduate students

wanting to audit graduate courses must be admitted to graduate study through the dean of the appropriate school/college and have written approval of the instructor of the course prior to registration. Students wishing to audit MLA courses must be admitted to the MLA program and have written permission from the instructor of the course prior to registration. The following regulations are applicable:

1. Laboratory and clinical classes, day Ranch Management classes, laboratory sections of lecture classes, activity and performance classes such as the various studio art courses, music performance courses, and ballet classes may not be audited.
2. Registration to audit or change a credit class to audit is from the second day of late registration to the last day of late registration as published in the university calendar.
3. Classroom recitation and participation may be restricted at the discretion of the instructor; no grade is assigned and no credit is awarded.
4. If credit is desired, the student must register for and repeat the regular course after paying regular tuition.
5. The student's name will appear on the instructor's class roll. In order for "AU" to appear on the transcript, however, the instructor must certify at the end of the semester that the student has attended as an auditor. Audits not certified by the instructor as a final grade will be omitted from the student record.
6. Students who wish to take courses for audit **in addition** to credit courses should use the add/drop process to add the audit class(es).

Part-Time Attendance

Although the University encourages full-time graduate study, registration for part-time study is appropriate in several degree programs including business, education, MLA and others.

Evening Classes

In some fields, graduate work is offered in evening classes; in others, the work is given in day classes only. Prospective students should consult the schedule of classes for graduate courses offered during the evening. To receive graduate credit for such courses, students must register through the appropriate school/college and not the Office of Extended Education.

Summer Enrollment

A student may not enroll in more than 3 hours in the mini-term or more than 6 hours during either a five-week term or eight-week term. When enrollment includes both an eight-week term and either a mini- or five-week term, the student's enrollment may not exceed a total of 9 hours.

Graduate Credit

All credits applied to a graduate degree must be of graduate or senior-graduate rank; at least half of all course work, inclusive of thesis or dissertation, must be of graduate rank (i.e., courses with a first digit of "6" or higher).

Graduate students taking courses of "50000" rank will be required to do extra work as assigned by the instructor.

In departments listing 50000, 60000, and/or 70000 level courses, no more than 12 to 15 hours may be accrued toward the master's degree at the 50000 level. Ph.D. students must have departmental approval for 50000 level coursework. No 50000 level course may be taken for credit at TCU by an MBA student unless approved on an exception basis by the MBA Academic Program Director.

No graduate credit is given for courses of less than 50000 rank taken at TCU. No graduate credit is given for undergraduate courses taken at TCU or elsewhere.

Academic Rating System

The definition of grades and grade points is as follows:

Grade	Grade Points	Grade Descriptions
A	4.00	Excellent
A-	3.67	Good
B+	3.33	
B	3.00	
B-	2.67	Marginal
C+	2.33	Unsatisfactory
C	2.00	
C-	1.67	
F	0.00	Failing
I		Incomplete
P		Pass
NC		No Credit
W		Withdrew
Q		Dropped by permission of the Dean
AU		Audit

Graduate students must maintain a grade point average of at least 2.75 in accordance with the provisions described below under "Academic Warning. All grades will be included in the computation of the grade point average, but no more than two grades of "C+" or lower may be utilized in satisfying degree requirements. Schools and

colleges may have more restrictive policies regarding marginal and failing grades. Students are advised to consult the policies of their specific programs.

An "I" grade is recorded when the student and instructor have determined that the work required for a course cannot be completed within the term of enrollment due to circumstances beyond the control of the student. Under no circumstances will a grade of "I" be given to avoid earning a grade of "F" for the course.

The "I" (Incomplete) grade must be removed within the first sixty days of the regular semester immediately following or it is changed to an "F." Any extension of this time must have the written approval of the instructor and dean. This policy does not apply to graduate thesis, thesis-recital and dissertation hours.

"I" grades on theses and dissertations are removed by special reporting forms when the student completes the work.

The grading policies and regulations of the school or college of a student's major apply to his or her academic studies.

Grade Point Average

Two grade point averages are maintained by Texas Christian University: (1) a semester average based on courses taken at TCU during a particular term, and (2) a cumulative average based on all work attempted at TCU. A student's grade point average (GPA) is computed by dividing the number of grade points (grade points earned per semester hour for the successful completion of academic work) by the number of hours (total credit hours attempted at TCU, excluding those attempted on a pass/no credit basis).

Transfer Credit. Transfer credit is added to the total number of cumulative earned hours. Transfer credit hours may satisfy degree requirements but are not used in the calculation of the cumulative GPA.

Pass/No Credit. Pass/no credit courses are disregarded in the calculation of the student's GPA.

Academic Warning (See specific college and program sections for further information regarding grade point requirements.)

Full-Time Students

A graduate student who achieves a grade point average of less than 2.75 in any semester or term will be placed on Academic Warning. A student can be removed from that status by achieving a 2.75 cumulative average by the end of the next nine hours of enrollment. If the student should fail to do so, further enrollment will be granted only by the special recommendation of the chair of the department concerned and with the permission of the dean of the school/college in which the student is enrolled.

Part-Time Students

Graduate students enrolled for less than a full load will be placed on Academic Warning when their accumulated part-time course load totals at least nine hours and falls below a 2.75 cumulative grade point average. A student can be removed from that status by achieving a 2.75 cumulative average by the end of the next nine hours of enrollment. If the student should fail to do so, further enrollment will be granted only by the special recommendation of the chair of the department concerned and with the permission of the dean of the school/college in which the student is enrolled.

Dismissal, Suspension, or Expulsion for Lack of Academic Progress or Professional Misconduct

Students may be dismissed from individual courses with a grade of "F" for lack of academic progress or for conduct deemed to be contrary to the professional or ethical standards of a field upon the recommendation of the responsible faculty member and the approval of the appropriate academic dean.

At such times as the student fails to meet acceptable standards of academic performance or has engaged in professional misconduct, at the discretion of the dean of the school/college in which the student is enrolled, the student may be (1) dismissed or suspended from a program of study and/or (2) expelled from the University.

If a student is dismissed, suspended, or expelled from the University, an appropriate grade or designation will be recorded for each course in progress as determined by the dean with oversight for the course in consultation with the dean of the school/college in which the student is enrolled.

Foreign Language Examination

Each student must check on foreign language requirements and any special deadlines for their completion. The language examination, when required, is administered by the student's major department. The student is responsible for scheduling the time of the examination with the department.

Conferring of Degrees

Degrees are conferred by TCU at the close of the fall and spring semesters and at the conclusion of the summer session. Commencement exercises are held only at the conclusion of the fall and spring semesters. Students graduating in May or December must make arrangements to have examinations completed 72 hours prior to commencement exercises.

Transcripts of Academic Records

Students and former students may request official transcripts of their TCU academic record from the Office of the Registrar for a transcript processing fee. All transcript requests must be made by the student and must be in writing. Adequate notice, normally one week, is required for transcript processing. Transcripts will not be released unless the student has satisfied all financial obligations to the University.

Interpretation of Course Numbers

Each course is assigned a five-digit number. The first digit indicates the level at which the course is offered (5 for senior and graduate; 6, 7, 8 and 9 for graduate only). The second, third, and fourth digits distinguish one course from another within the same department. The fifth digit indicates semester hour credit; when the fifth digit is zero, it is either variable credit, non-credit or the credit includes a fraction. Thus Biology 50113 is a senior and graduate level course (first digit) for three semester hours credit (fifth digit). The three middle digits identify it as Cellular Physiology.

Procedures for Students with Disabilities

Policy Statement:

Texas Christian University complies with the Americans With Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. No otherwise qualified individual shall be denied access to or participation in the services, programs and activities of TCU solely on the basis of a disability. The University shall provide reasonable accommodations for each eligible student who (a) has a physical or mental impairment that substantially limits a major life activity, (b) has a record or history of such an impairment, or (c) is regarded as having such an impairment.

Procedures:

Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator, Student Disabilities Service. Information concerning a student's disability is treated in a confidential manner in accordance with University policies as well as applicable federal and state laws. Documentation presented to the Coordinator shall be reviewed by appropriate University professional(s) to verify the existence of a disability. Further documentation may be required from the student to substantiate the claim of a disability or to assist the University in determining appropriate accommodations. **The Coordinator, Student Disabilities Services may be contacted in the Center for Academic Services located in Sadler Hall, Room 11 or at (817)257-7486.**

Eligible students seeking accommodations should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. The Coordinator will prepare letters to appropriate faculty members concerning specific, reasonable academic adjustments for the student. The student is responsible for delivering accommodations letters, conferring with faculty members, and returning validation of the receipt of information to the Coordinator. The Coordinator consults with the student and with University faculty and staff to ensure delivery of appropriate support services and serves as liaison between the student and the faculty member as needed.

Students who wish to appeal a decision regarding appropriate accommodations shall do so in writing to the Affirmative Action Officer, who shall decide the appeal.

The Family Educational Rights and Privacy Act

This Federal law states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution maintain the confidentiality of student education records.

The University accords all the rights under the law to its students. Students wishing access to a complete copy of the regulation and the University policy governing their educational records may do so at these locations: Provost/Vice Chancellor for Academic Affairs, Sadler Hall Room 302; Vice Chancellor for Student Affairs, Sadler Hall Room 310; Dean of Campus Life Room 101; Registrar, Sadler Hall Room 17; or Scholarship and Financial Aid, Sadler Hall Room 108.

There are six rights, which are summarized here:

- 1. The Right to Be Informed.** The University will give the students an annual notice of their rights and where copies of the policy may be reviewed.
- 2. The Right to Inspect.** Students may inspect information contained in their educational record provided they make a written request to the custodian of the records. The request must be granted no later than 45 days from the receipt of the request.
- 3. Right to Limited Control of Release.** No one outside the institution shall have access to, nor will the University disclose identifiable information from the educational records without written consent of the students, except directory information or other exceptions permitted by the Act, which the student has not refused to permit the University to disclose.
- 4. Right to Request a Change.** Students may request that the record be amended if they feel the information is inaccurate, misleading, or in violation of the rights of privacy. The University will decide whether to change the record. The student may place a rebuttal in the record.
- 5. Right to a Hearing.** If the University chooses not to amend the record, the student may request a hearing. The request must be in writing to the Vice Chancellor for Student Affairs or the Vice Chancellor for Academic Affairs. The student will be notified of the time, date and place of the hearing.
- 6. Right to Report Alleged Violations.** Students who feel their rights have been abridged may file complaints with the Family Educational Rights and Privacy Act Office, Department of Education, Washington, D.C. 20201.

At its discretion TCU may provide directory information in accordance with the provisions of the Act to include: student name, address, telephone number, email address, image, name of parents of dependent students, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports and weight and height of members of athletic teams. It is also permissible for the University to release information from a student's educational record to a parent, provided the student is a "dependent" as defined in Section 152 of the Internal Revenue Code of 1954. Students may withhold directory information by notifying the Registrar in writing. Requests for non-disclosure will be honored for only one academic year; therefore, authorization to withhold directory information must be filed annually in the Office of the Registrar.

Drug Abuse Policy

Students enrolled in TCU are subject to disciplinary action for the possession, manufacture, use, sale or distribution (by either sale or gift) of any quantity of any prescription drug or controlled substance or for being under the influence of any prescription drug or controlled substance, except for the use of an over-the-counter medication or for the prescribed use of medication in accordance with the instructions of a licensed physician. Controlled substances include, but are not limited to, marijuana, cocaine, cocaine derivatives, heroin, amphetamines, barbiturates, LSD, PCP and substances typically known as "designer drugs" such as "ecstasy" or "eve." Possession

of paraphernalia associated with the use, possession or manufacture of a prescription drug or controlled substance is also prohibited.

The minimum penalty for a first-time violation of the Drug Abuse Policy for use or possession of a prescription drug or controlled substance will be disciplinary probation for a full year, and a requirement for participation in a drug abuse education and/or treatment program. Any student who violates the Drug Abuse Policy for use or possession of a prescription drug or controlled substance for a second time will be suspended from the University for at least one year. Possession of drug paraphernalia will subject a student to the same penalties as those imposed for use and possession of a prescription drug or controlled substance.

The penalty for a violation of the Drug Abuse Policy for sale, distribution or manufacture of a prescription drug or controlled substance will be permanent expulsion from the University.

Adults and minors who give alcohol to minors or buy alcohol for minors also face stiff penalties. The punishment for making alcoholic beverages available to a minor has been increased from a class C misdemeanor (fine only) to a class B misdemeanor (fine and/or jail).

A student who voluntarily seeks help for drug or alcohol abuse is not subject to disciplinary action; in fact, University officials will do everything they can to assist the student in obtaining appropriate treatment. If the student continues to use drugs, then he/she does become subject to disciplinary action.

Standards of Professional Behavior

Graduate students at Texas Christian University occupy a unique position in the student body. They are more mature individuals with a defined perspective for the future and a high degree of both motivation and ability. In some instances, they are both seeking advanced knowledge and transmitting knowledge through their assignments as teaching or research assistants. While preparing for the professional models characteristic of their chosen discipline, they also serve as models to others in the graduate student role. All of this brings a special obligation to evidence a level of conduct that is compatible with the University's goals to offer programs of excellence and to enrich both the community and humankind.

Graduate students are expected to be familiar with and adhere to the published academic policies, rules, regulations and procedures of the University as well as appropriate local, state and federal laws. The guiding principle is to conduct oneself in a manner that reflects well on the individual, the University and the academic process. The student is also expected to be responsible for his/her invited guests.

Violations of conduct relative to expected standards of professional behavior will be subject to disciplinary action up to and including expulsion from the University. Violations are to be reported to the dean of the school/college in which he/she is enrolled, who will be responsible for investigating all allegations and recommending appropriate disciplinary actions.

Disruptive Classroom Behavior and Lack of Academic Progress

Disruptive behavior is prohibited. Disruptive behavior includes but is not limited to conduct that substantially interferes with or obstructs the teaching or learning process. Civil expression of disagreement with the course instructor, during times when the instructor permits discussion, is not itself disruptive behavior and is not prohibited.

When any student, acting individually or in concert with others, obstructs or disrupts, or attempts to obstruct or disrupt any teaching, research, administrative, disciplinary, or public service activity, or any other activity authorized to be discharged on behalf of the University or held on the University's premises, the student may be asked to stop the disruptive behavior by an instructor or staff of the University. If the student continues, an instructor/staff member is authorized to tell the student to leave the area or classroom and, if the student will not leave, to call campus police.

The instructor/staff may immediately call campus police, without prior request to the student, if presented with an unsafe situation, threatening behavior, violence, or in other appropriate circumstances.

1. Withdrawal of Student From Class or Other Educational Experience. When a student disrupts a class or other educational experience, acts in a threatening manner, is not making acceptable academic progress, or if the student's behavior or lack of preparation is detrimental to the educational experience of others or could create an unsafe condition, or if the student is compromising the learning environment, the instructor may take action to withdraw the student from the class or educational experience.

To do this, the instructor shall provide the student written notice of intent to withdraw the student from the class or educational experience, with an explanation of the instructor's reason(s), and with a copy to the instructor's department chair (or, when there is no department chair, to the associate dean of the instructor's college or school). The notice should schedule a meeting with the student and the department chair (or, when there is no department chair, with the associate dean or dean of the instructor's college or school) to occur within 7 days of the notice. The instructor may bar the student from the class or educational experience pending the result of the meeting, and the written notice should advise the student if there is such a bar. At the meeting, the student may have one advisor. Following the meeting, the instructor shall decide whether to withdraw the student from the class or educational experience. If a student is withdrawn, his or her grade will be recommended by the instructor to the dean of the instructor's college or school as either a "Q" or an "F". The student may appeal this decision within 7 days in writing to the academic dean or designee. During the student's appeal, the student remains withdrawn from and is barred from attending the class. The academic dean or his/or her designee's decision on this appeal is final.

2. Denying Enrollment, Suspension, Expulsion, and Other Appropriate Action. When a student disrupts a class or other educational experience, acts in a threatening manner, is not making acceptable academic progress, or if the student's behavior or lack of preparation is detrimental to the educational experience of others or could create an unsafe condition, or if the student is compromising the learning environment, or if the student has acted contrary to the professional or ethical standards of the University, a department thereof, or a particular field, an academic dean, or the dean's designee, may additionally:

- A. deny class enrollment to the student; or
- B. suspend or expel the student from the University or from one or more of its programs;

C. take other appropriate action.

The student affected by such a decision by an academic dean, or the dean's designee, may appeal in writing within 7 days to the Academic Appeals Committee. The decision of the academic dean (or designee) remains in place during the pendency of the appeal. The Academic Appeals Committee's decision on the matter is final.

A student so suspended or expelled shall have a grade of "Q" or "F" recorded for each course in progress as determined appropriate by the academic dean. The transcript will not record suspension or expulsion.

3. Non-students and Non-enrolled Students. Non-students and students not enrolled in class may be permanently removed by an instructor of the class, without formal review. Non-students who disrupt University activities may be removed from campus and banned from returning.

4. Other. Although some disruptive behavior may be due to a mental or physical disorder, as it relates to violence, disruptive or threatening behavior, students with such disorders will be held to the same standards as others.

Nothing in this policy limits a person including but not limited to an instructor, academic dean, associate dean, or department chair from referring a matter to the Office of the Dean of Campus Life or pursuing disciplinary action against a student or person through a complaint filed in the Office of the Dean of Campus Life.

This policy is not intended to limit any authorized University employee, staff member, official, vice chancellor, chancellor, members of the Board of Trustees, or a member of the Office of Dean of Campus Life, from appropriately addressing behaviors covered by the policy.

Firearms and Deadly Weapons Policy

Texas Christian University is committed to providing a safe environment for employees, students and campus visitors. Therefore, the university, in accordance with the Texas Penal Code, prohibits the possession of any firearm or deadly weapon on university property or at university-sponsored events even if an individual has been issued a license by the state. Violation of this policy will result in disciplinary action.

Medical History/Immunizations

Students attending TCU for the first time must complete a Medical History form including a record of immunizations before registration can be completed. All entering students born after 1957 are required to have had two doses of measles (Rubeola) vaccine after 12 months of age or provide proper verification that they have had the disease. The immunization must have been received after January 1, 1968, to be effective. In addition, within the 12 months **prior** to entering TCU, a Mantoux/TB Skin Test is required of all entering students.

Academic Services

The Library

Mary Coats Burnett Library provides information resources for inquiry, intellectual discovery, and the development of life-long learning skills in a people-centered environment. Students and faculty have access to over 1,000,000 books, CDs, DVDs, videos, and nearly 22,000 current journals, electronically and in paper. Over 300 databases, many of which include the full text of journal articles are available through the library's website (<http://lib.tcu.edu>). Examples of popular databases are LexisNexis, Business Source Premier, and PsycINFO.

Materials are arranged according to the Library of Congress system in open stacks for convenient access to most items. Librarians and staff select, maintain and interpret the collections for Library users. A music library and audio center and the Brite Divinity Library are also located in the Library. Particular collections include Texas, United States and European Community documents; the Archives of the Van Cliburn International Piano Competition; the papers of former Speaker of the House, James C. Wright, Jr.; the papers of Amon G. Carter, Sr.; the University's historical collection; and special collections of rare books and manuscripts such as the William Luther Lewis Collection of English and American Literature.

Reference Librarians (Library and research assistance) and Information Services Consultants (computing assistance) are available at the Information Commons (<http://www.ic.tcu.edu>) located within the library over 100 hours a week. TCU's Center for Writing (<http://www.wrt.tcu.edu>) maintains an annex office in the Information Commons Computer Lab and has evening office hours. The Information Commons Computer Lab has over 104 computers, PC and MAC, along with 30 PC laptops available for use in the Library on FrogWave (campus WiFi network.)

Through active membership in local, regional and national library consortia the Library is able to secure for TCU faculty and students the advantages that come with library resource sharing. Our membership in TexShare enables TCU faculty and students to obtain borrowing privileges from more than 150 academic libraries throughout Texas.

Information Services

The central computing facility, located on the ground floor of the Sid W. Richardson Sciences Building, provides network connectivity throughout the campus and computer services and support for all levels of the University.

Using various client servers, Information Services provides support for all programs used by campus departments and supplies direct access to the Internet, the Library and specialized databases as required.

The Information Services staff is available through the TCU Information Commons Desk (817-257-5855). Services provided include consultation and assistance with computer problems. A newsletter (TCUSER) providing information about new services, products and support activities is published each semester. In addition, a wide selection of training materials for campus-supported software also is available. The Information Services administrative office is located in SWR Room 175, (817) 257-7682.

Information Commons

The TCU Information Commons, located on the first floor of the TCU Library, provides students, faculty and staff with technical, library reference, and writing assistance in an integrated digital environment. Professional staff members and specially trained students staff the TCU Information Commons. A computer lab within the commons provides 110+ networked Wintel and Macintosh workstations along with multi-media computers and high speed

laser printers. Wireless laptops are available for checkout and use within the Library. Via the web, a virtual Information Commons provides access to online resources for the university library and information resources.

The William L. Adams Center for Writing

The Center for Writing offers assistance with writing projects and assignments to all TCU students. Staffed by professional writing instructors and peer consultants, the Center for Writing provides students with one-on-one tutorials free of charge. Conferences usually focus on a particular project or assignment but may also include general writing instruction.

The ten PCs in the center's computer lab are available for the use of any TCU student during normal office hours and provide email and Internet access.

Located in Suite 244 of the Rickel Academic Wing of the University Recreation Center, the Center for Writing is open Monday through Friday from 8 a.m. to 5 p.m. Students may make an appointment by accessing an online scheduling service through the center's website (at <http://www.tcu.edu>) or by calling 817-257-6536. Students may also use the Center for Writing's annex at the library Monday through Friday from 2 p.m. to 5 p.m., and Sunday through Thursday from 6 p.m. to 9 p.m. Those who wish to submit a paper online may do so via the center's website. A consultant will read the paper and offer feedback within 48 hours.

Center for Teaching Excellence and eLearning Initiatives

The mission of the William H. Koehler Center for Teaching Excellence is to support teaching and learning at Texas Christian University. The resources and activities of the Koehler Center are focused both on honoring the present needs of instruction and informing the TCU community of the increasing possibilities brought by changing pedagogical theory, innovative practice, and new technologies. The staff of the Koehler Center is dedicated to working with individual faculty and groups of faculty to design and implement meaningful learning opportunities and to facilitate ongoing, reflective participation in the scholarship of teaching and learning.

Elearning initiatives provide assistance in the planning, instructional design, instructional support, and development for the use of technology in the classroom, as well as distance education environments. Training is provided in small groups or individually to meet faculty needs to enhance their teaching and expand student learning beyond the boundaries of the classroom.

The Koehler Center for Teaching Excellence is located in the Sid Richardson Building, Suite 501 located between The Tucker Technology Center and Winton Scott Building on Bowie Street. For more detailed information, refer to the Center's web site at www.cte.tcu.edu, or www.eLearning.tcu.edu, or call (817) 257-7343.

Other Services

A dedicated, well-qualified staff of physicians, nurses and ancillary personnel offer convenient and economical medical services to undergraduate students taking six or more semester hours and full-time graduate students. Other students, spouses and dependents of students are not eligible for care at the Health Center.

During the fall and spring semesters, the Health Center is open Monday through Friday 9 a.m. to 5 p.m. Patients need to be checking in by 4:30 p.m. Detailed information about the Health Center, its services and staff can be found at healthcenter.tcu.edu.

Although not required for graduate students the TCU Student Health Insurance Plan is available for students attending credit courses by specifically enrolling in the Plan. Internet and television (TV) courses do not fulfill the eligibility requirements.

International Students, regardless of classification, are **required** to carry the University-offered student health insurance as a minimum standard of coverage and are not eligible for a waiver of the insurance.

The Office of Religious and Spiritual Life

The Office of Religious and Spiritual Life offers resources, programs and staff dedicated to supporting faith communities, religious expression and spiritual exploration throughout TCU. TCU has a vibrant history as a university affiliated with the Christian Church (Disciples of Christ), a tradition that values dialogue, freedom of thought and a mutual concern for all people. The Office of Religious and Spiritual Life is committed to respecting the dignity of every individual, celebrating our rich diversity and welcoming all of God's people.

The office is a space to connect, a place to belong and a springboard from which to branch out. Through the office's services, students can connect with a campus ministry or student religious organization; find opportunities for worship, study and fellowship; explore commonalities through interfaith dialogue; and engage in meaningful conversations about life's big questions. The work of the office includes supporting a vibrant religious life, creating dialogue and learning across traditions, meeting student's spiritual needs and engaging in social justice, community activism and relief work.

Located on the first floor of Jarvis Hall, The Office of Religious and Spiritual Life is open seven days a week and is home to a multi-faith prayer room and RSL Library and Resource Center. As a long-standing part of TCU, Robert Carr Chapel is open daily for prayer and personal reflection, and is available for worship and other sacred occasions. In addition to TCU's religious life staff, students will also find more than 10 full-time or part-time campus ministers and religious life partners who offer support, connection, and opportunities for growth.

The Counseling Center

The Counseling, Testing and Mental Health Center provides in-house counseling, psychological assessment and psychiatric services on a short-term basis for TCU students. Students requiring specialized or long-term services will be referred to professionals off campus. The center's counselors are licensed and have extensive training and experience working with college students. The staff includes psychologist, licensed professional counselors and part-

time consulting psychiatrists. Services are provided confidentially.

The center's services are designed to help students cope with personal concerns as they engage in their academic, social and personal activities. Typical student needs and concerns include resolving interpersonal conflicts; managing stress; coping with loneliness; and handling feelings of depression, anxiety and other emotional crises.

Individual and group counseling services are available to assist students. Students in counseling may be referred for psychiatric evaluation for medication, with follow-up appointments if medication is initiated. The Counseling Center provides consultation to concerned parents, faculty, and friends. No confidential information about clients of the center will be shared without a release. The center also provides education and outreach to residence halls, classes and campus organizations on a wide variety of topics in mental health.

The center is located at the west entrance of the Health Center. Services are available by appointment, Monday through Friday 8 a.m. - 4:30 p.m.

Career Services

Career Services (UCS) helps students and alumni identify and attain career goals. While students may use the services anytime during their academic experience, many begin exploring career options during the freshman year. The staff of Career Services helps students evaluate interests, skills, experiences and values and then matches those to potential occupations. Computer resources and printed material in the career library provide opportunities to explore identified occupations. CS staff are qualified to administer various career assessment instruments.

As students approach their job or internship search, the staff of Career Services assists students to develop effective job search strategies and techniques through individual advising sessions, videotaped mock interviews, resume critiques and workshops.

Career Services are located in Jarvis Hall.

Neeley Career Services. The Graduate Career Service Center (GCSC) offers total career management resources to MBA students in the Neeley School of Business at TCU. From the initial battery of assessments that helps a student identify his or her best career direction to celebrating a student's successful internship or job search, the GCSC provides individual and customized guidance and support to match each student's career needs and goals.

Students enrolled in the MBA, PMBA, EMBA, and MAc programs can utilize the GCSC to create effective self-marketing tools and learn executive skills in business networking, interviewing, and negotiating, as well as the finer points of business etiquette and professional presentation.

Job Listings. Over 50,000 summer, part-time, internship and full-time professional job vacancies are listed with University Career Services each year and are available on a password-protected site on the World Wide Web.

Resume Database. TCU uses on-line technology that allows students to register with University Career Services while producing high quality professional resumes. Thousands of resumes are electronically transmitted to employers who request this service annually.

On-campus Interviews. Each fall and spring semester, employers come to TCU to interview graduating seniors in all majors for full-time positions after graduation and sophomores and juniors for internship positions. Students must be registered with University Career Services in order to participate in these interviews. Career Fairs are offered to students and alumni for a variety of employment opportunities.

On-Campus Student Employment. TCU employs students in almost every department on campus. UCS assists students in locating on-campus jobs that are listed on the web page. Students who are seeking a position on campus should come to Career Services to learn how to conduct a proper job search as well as learn how to navigate the various university offices to complete the proper paperwork.

Transitional Programs. Making the transition from TCU to the world of work or graduate school is challenging to students. University Career Services provides particular programming for sophomores, juniors and seniors to help them prepare for this transition. *Sophomore Spotlight* helps second-year students explore potential occupations and/or academic majors and prepare for seeking internship positions. *Junior Jumpstart*, a one-day retreat held each spring offers advice to juniors to help them prepare for the job search or graduate school applications during their senior year. Topics include resume preparation, the job or graduate school interview, the graduate school application process, job search strategies and the etiquette of a business lunch. Seniors are offered the opportunity to spend a weekend at an area hotel during *Senior Conference* in January. Workshops and general sessions focus on succeeding in life after TCU with sessions on surviving the first year on the job or in graduate school, budgeting an entry-level salary, wardrobe planning, teamwork in the workplace, peer advice from recent graduates and training in the etiquette of a formal dining experience.

For more information or to use Career Services at TCU, come to the Student Center Annex, call 817 257-7860 or visit the Career Services in Jarvis Hall. webpages: www.careers.tcu.edu.

International Student Services

TCU has a comprehensive program to help international students adjust to a new living environment and to share their backgrounds with U.S. students.

The Office of International Student Services provides advice and assistance regarding immigration matters, academic, monetary and other personal concerns. It can help in establishing a relationship with a Community Friendship Family, in understanding U.S. culture, customs and laws and in student relations with the various administrative and departmental offices of the University.

The International Student Association (ISA) is an integral part of the University's International Student Program, providing social, educational and community opportunities for its members and is open to all students. International students are encouraged to become active members. All new international students automatically become members of the ISA upon completion of an information form during orientation.

All students who are not citizens or permanent residents of the United States are required to report their arrival to the Office of International Student Services within five days of their initial arrival or within five days after any subsequent re-entry into the U.S. They must also report any change of data recorded on the Personal Data form that is on file in the Office of International Student Services.

All non-immigrant and international students on a visa must be covered by the International Student insurance plan throughout their period of studies at TCU unless a waiver is requested and approved through the International Student Services Office prior to orientation. Waivers are considered solely in the case of students with dependents or students who enter the United States and study with a J visa. The coverage becomes effective one day prior to orientation and the cost for insurance is billed to the student account. All students must also provide the University with a completed TCU Health Record prior to initial registration.

Information on the admission requirements and procedures for international students is in the Graduate Admission for International Students section of this bulletin.

ISS Offices are located in Jarvis Hall.

Student ID Card

Your TCU ID Card is your access key to many University resources. It is permanent and may be used as long as you are enrolled at TCU. If at any time you have any questions or problems with your ID Card, contact the ID Card Center in the Brown-Lupton University Union or phone (817) 257-7856 or e-mail IDCenter@tcu.edu.

How it works. Your ID is a computerized plastic card, bearing your photo and TCU ID number, with a magnetic stripe on the back. Each time the card is inserted in a card reader, the data encoded in the magnetic stripe is electronically scanned and sent back to a central computer for verification. The system then transmits whether the card is valid and the transaction accepted.

Where to use your card. You will use your card for: Dining Services, TCU Book Store send home charges, copying in the Library and Frog Prints, entry into the Rickel Building, Health Center services, athletic event admission, admission to many TCU events, voting in student elections, and to verify identity if requested by TCU Police. In some residence halls your card is used for door access, laundry, and soda and snack vending machines.

Lost or Stolen. Card owners are responsible for reporting lost or stolen cards PROMPTLY, to assure that no one else uses your card. Report lost or stolen cards to The ID Card Center (Student Center, room 221, (817) 257-7856), TCU Police (257-7777), or any dining services area cashier. Until one of these agencies has been notified, you are responsible for any purchases with your card. There is a replacement charge of \$20.00 for a lost or stolen card.

Please remember. The ID Card remains the property of the University at all times and any abuse of the card could result in loss of privileges. Your card should be in your possession at all times and must be surrendered upon the request of any University official. Upon leaving the University, you must turn in your ID card to your Hall Director or RA, a Fraternity Hall Director, the dean of Campus Life, or the University ID Card Center.

Automobile Regulations

All students, faculty and staff who operate a motor vehicle on University property must register that vehicle with the TCU Police Department and comply with the rules and regulations set forth. The annual registration fees and the TCU Campus Parking Rules & Regulations can be found on the TCU Website www.tcu.edu.

Purchasing a parking permit does not guarantee a parking place nor does the lack of a parking space justify violation of any parking regulation. The fact that a citation is not issued when a vehicle is illegally parked does not mean nor imply that the regulation or rule is no longer in effect.

Illegally parked vehicles may be ticketed, immobilized, or towed by the TCU Police Department. The payment of traffic fines, of immobilization, or towing charges does not entitle the violator to accrue an indefinite number of citations. Continued parking offenses may lead to a suspension of campus driving and parking privileges and may also result in disciplinary action by the University. Whenever it is necessary to move an illegally parked vehicle, an independent wrecker operator will tow the vehicle to the wrecker's storage area. The owner of the vehicle will be responsible for the wrecker fee and storage plus the fine for the traffic violation.

The University does not assume any liability concerning the protection of the motor vehicle or any responsibility for providing special parking places near a student's residence hall or class.

Campus Police

TCU Police Officers are commissioned by authority of the Board of Trustees of Texas Christian University and are certified as peace officers by the State of Texas to provide protection for personnel and property on campus. TCU Police are in service 24 hours a day, seven days a week, and the TCU Police dispatcher can be contacted at any time by telephone, Area Code (817) 257-7777. The office is located at 3025 Lubbock Avenue.

Student Escort Program (Froggie Five-O). The TCU Police Department administers a student escort program for female students, Froggie Five-O, which operates between the hours of 8:00 p.m. and 1:00 a.m. throughout the school year. Froggie Five-O escorts drive golf carts to all areas of the campus and can offer student transportation between academic buildings and residence halls. Students may request an escort by using any of the 25 emergency telephones located on campus or by calling the University Police at (817) 257-7777.

Campus Crime Watch. These programs are of a neighborhood watch nature with the TCU campus being the neighborhood. Meetings for the programs are open to all students, faculty, staff, and friends. The TCUPD Crime prevention specialist hosts the meetings and provides speakers on subjects of interest to campus community members.

Crime Prevention. Crime and other services are offered by TCUPD and the Fort Worth Police Department's Community Service Office and include: Sexual Assault/Acquaintance Rape Prevention, Personal Awareness/Campus Alcohol Police Information, Campus Crime Watch Meetings, Crime Prevention Surveys for Home and Business, "Operation ID: Property Identification System, Auto Theft Prevention (Window Etching) and, Vehicle "Jump Starts"

(Due to possible problems with electric locks, TCUPD is unable to provide vehicle unlocking services).

RAD Systems. Rape Aggression Defense system (RAD) has been offered on the TCU campus for several years. RAD teaches women defensive concepts and techniques against various types of assault by utilizing easy, effective, and proven self-defense/martial arts tactics. RAD provides effective options by teaching women to take an active role in their own self-defense and psychological well being. The RAD program was developed for and is offered to females.

Lost and Found. The TCU Police is the official lost and found office. Articles lost or found should be reported as soon as possible to help the office in returning property to the rightful owner.

Waiver of Responsibility. The University takes reasonable steps to protect people and property on the campus. However, it is impossible to provide protection that is 100 percent effective and the University does not accept responsibility for bodily injury, theft or damage to personal property occurring on the campus. Students are encouraged to assure that their own insurance coverage is adequate.

Academic Conduct

An academic community requires the highest standards of honor and integrity of all of its participants if it is to fulfill its missions. In such a community faculty, students, and staff are expected to maintain high standards of academic conduct. The purpose of this policy is to make all aware of these expectations. Additionally, the policy outlines some, but not all, of the situations which can arise that violate these standards. Further, the policy sets forth a set of procedures, characterized by a sense of fair play, which will be used when these standards are violated. In this spirit, this policy outlines below: (1) Academic Misconduct; (2) Procedures for Dealing with Academic Misconduct, and (3) Sanctions. These are not meant to be exhaustive.

I. Academic Misconduct

Any act that violates the spirit of the academic conduct policy is considered academic misconduct. Specific examples include, but are not limited to:

A. CHEATING. Includes, but is not limited to:

1. Copying from another student's test paper, laboratory report, other report, or computer files and listings.
2. Using in any academic exercise or academic setting, material and/or devices not authorized by the person in charge of the exercise or setting.
3. Collaborating with or seeking aid from another student during an academic exercise without the permission of the person in charge of the exercise.
4. Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release.
5. Substituting for another student, or permitting another student to substitute for oneself, in a manner that leads to misrepresentation of either or both students' work.

B. PLAGIARISM. The appropriation, theft, purchase, or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving proper credit.

C. COLLUSION. The unauthorized collaboration with another in preparing work offered for credit.

D. ABUSE OF RESOURCE MATERIALS. Mutilating, destroying, concealing, or stealing such materials.

E. COMPUTER MISUSE. Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.

F. FABRICATION AND FALSIFICATION. Unauthorized alteration or invention of any information or citation in an academic exercise or academic setting. Falsification involves altering information for use in any academic exercise or academic setting. Fabrication involves inventing or counterfeiting information for use in any academic exercise or academic setting.

G. MULTIPLE SUBMISSION. The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.

H. COMPLICITY IN ACADEMIC MISCONDUCT. Helping another to commit an act of academic misconduct.

I. BEARING FALSE WITNESS. Knowingly and falsely accusing another student of academic misconduct.

II. Procedures for Dealing with Academic Misconduct

A. DEFINITIONS

1. Day refers to a school day on which classes are meeting.
2. Academic dean refers to the dean of the school/college offering the course in which the academic misconduct is alleged to have taken place.
3. Department chair refers to the academic administrator responsible for the unit providing the instruction in which the alleged academic misconduct occurred.
4. Faculty refers to the instructor of the course in which the suspected academic misconduct occurred.
5. Advisor refers to any person selected by the student who accompanies the student during formal hearings. The advisor may speak with the student but may not actively participate in the hearings.

6. The Academic Appeals Committee is a standing University Committee. The charge and membership of the Committee may be found in the *Handbook for Faculty and Staff*.

B. INVESTIGATION AND INITIATION

1. Students who know of an act of academic misconduct should report the incident to the faculty member teaching the course. The faculty member will obtain the basic facts of the allegation and ask the student reporting the misconduct to write and sign a statement of facts. The name(s) of the student(s) reporting suspected academic misconduct will remain confidential during the informal faculty/student meeting, but must be revealed to the accused student if the resolution proceeds beyond the faculty member and the accused student.

2. Faculty who suspect academic misconduct or who have academic misconduct reported to them must initiate an investigation and meet with the accused student within five days of becoming aware of the incident. A faculty member who is made aware by another person of an act of academic misconduct has the responsibility to investigate the allegation, and, if warranted, pursue the issue as outlined below (C.1).

3. In instances where the suspected academic misconduct is discovered during an academic exercise, the faculty member has the right to suspend immediately the student involved in the alleged activity from further work on the academic exercise.

4. A student, once accused of academic misconduct, will proceed in the course without restriction until resolution of the issue or until the academic dean has taken an action as specified in III.B that removes the student from the course.

5. An "I" grade should be given by the instructor if the alleged misconduct occurs near the end of a semester, for example, during finals, and a sanction outlined in section III has not been applied by the instructor or the dean.

6. If more than one student is accused of the same act of misconduct (e.g., giving and receiving aid), each individual student is guaranteed the right to have the cases heard separately. With each student's permission, the cases can be combined. The faculty/student conference (C.1) is excepted from this requirement.

C. RESOLUTION

1. Meeting Between Faculty Member and Student. This is the first step to be taken in resolving an incident of suspected academic misconduct.

a. Within five days of suspecting misconduct, the faculty member will hold a meeting with the student. At this meeting, the faculty member will inform the student of all allegations against him or her and present any information supporting the allegations.

b. The student will be given the opportunity to respond to the allegations. The student has the right not to respond.

c. The faculty member will decide whether or not academic misconduct has occurred, and, if warranted, apply any combination of sanctions in III.A below, or refer the matter to the dean for more severe sanctions (probation, suspension, or expulsion). Findings of academic misconduct are based on the preponderance of the evidence.

d. The faculty member will notify the student in writing of his or her decision and may send copies to the academic dean, the dean of the school/college in which the student is enrolled, the department chair, and the dean of Campus Life. Any such copies of the findings will be kept on file in the college and department offices and in the student discipline files maintained by the dean of Campus Life.

2. Meeting with Department Chair. This meeting takes place when the student wishes to appeal either the findings of the faculty member or the severity of the sanction(s).

a. Within five days of being notified by the faculty member of the disposition of the incident of academic misconduct, the student may request a meeting with the department chair.

b. The department chair will become acquainted with the facts and meet with the parties involved in the case. The student has the right to meet with the department chair without the faculty member being present.

c. The department chair may either support or reverse the findings of the faculty member, and may lessen the sanction(s) imposed by the faculty member even while supporting the findings. The chair may not increase the severity of the sanction(s).

d. The department chair will notify the student and faculty member of his or her decision in writing and may send copies to the faculty member, the academic dean and the dean of Campus Life. Any such copies of the findings will be kept on file in the college and department offices and in the student discipline files maintained by the dean of Campus Life.

3. Meeting with Academic dean. This meeting takes place if the student wishes to appeal either the findings of the department chair or the severity of the sanction(s), if the faculty member recommends sanctions in addition to those listed in III.A.3 and 4 or if the student has been found guilty of academic misconduct previously.

a. Within five days of being notified by the chair of the disposition of the incident of academic misconduct, the student may request a meeting with the academic dean.

b. The academic dean will hear the facts of the case and make a decision about the alleged act of academic misconduct or the appropriateness of the sanctions administered by the faculty member. The academic dean can issue any combination of sanctions listed in III.

c. The academic dean will notify the student of his or her decision in writing with copies to the department chair and the faculty member. Copies of the findings will be kept on file in the college office and may be sent to the dean of Campus Life.

4. Academic Appeals Committee. Should the student wish to appeal the decision of the academic dean, he or she has the right to request a hearing before the Academic Appeals Committee.

a. The student must request this hearing by submitting an appeal letter to the chair of the university Academic Appeals Committee no later than five days from the date of receiving written notification of the dean's findings.

b. Upon receipt of the appeal letter, the chair of the Academic Appeals Committee may request materials from the student, the faculty member, the department chair, and/or the dean.

c. The appealing student has the right to appear before the Academic Appeals Committee. The student may bring one person with him or her as an advisor. The advisor may not speak for the student or to the committee. The advisor may only speak with the student. The student must inform the university five class days in advance if his or her advisor is an attorney in order for the university to also have an attorney present. Each party shall bear the expense of his/her legal counsel. Legal counsel is to provide counsel only and may not participate directly in the meeting. The meeting is an administrative hearing, not a court proceeding, and is not subject to the procedures or practices of a court of law.

III. Sanctions

A. BY THE FACULTY MEMBER:

1. Grant no credit for the examination or assignment in question (treat as a missed assignment).
2. Assign a grade of "F" (or a zero) for the examination or assignment in question.
3. Recommend to the academic dean that the student be dropped immediately from the course with a grade of "F."
4. Recommend to the academic dean that the student be placed on probation, suspended or expelled from the University.

B. BY THE ACADEMIC DEAN OR ACADEMIC APPEALS COMMITTEE:

(Previous academic misconduct will be taken into account when either the academic dean or the Academic Appeals Committee considers sanctions for academic misconduct.)

1. Apply sanctions in III.A.
2. Drop student from the course with a grade of "F." This grade cannot be changed by student-initiated withdrawal and the grade will be included in the computation of GPA even if the course is repeated.
3. Place the student on disciplinary probation at the University for a specified period of time.
4. Place the student on suspension from the University for a specified period of time.
5. Expel the student from the University.
6. In a case where the academic dean as defined above is not the dean of the school/college in which the student is enrolled, he or she shall recommend to the Vice Chancellor for Academic Affairs that the student be placed on probation, suspended or expelled.

Grade Appeals

Preconditions for a Formal Grade Appeal:

In the event a student questions the appropriateness of a grade assigned for a course or the results of another critical component of a degree requirement (e.g. oral exam, juried exhibition, thesis, etc.) the student must first discuss the matter with the faculty member(s). These discussions between the faculty member and student should be initiated by the student as soon as possible after the grade is assigned, but no later than five academic days into the next long semester. The faculty member is expected to respond within 5 academic days of the initiation. If there is no response from the faculty member, the student may present the issue directly to the department chair. In the event that the faculty member(s) agrees to change the grade/decision, the normal process for changing a grade shall be followed. If the student wishes to appeal the faculty's decision after these discussions, he or she must follow the formal grade appeals process outlined below.

Note: An academic day is defined as a school day on which TCU classes are meeting. Initiation of the discussion is any attempt to contact the faculty of record, or chair of examination committee in the case of a candidacy exam or thesis/dissertation defense, about the grade including email or other written correspondence (recommended), personal meeting, and telephone call or message.

Formal Grade Appeal:

1. Appeal to the Department Chair or appropriate Administrator (see Dean's office for appropriate administrator).

The student may appeal the faculty decision **in writing** to the department chair or appropriate administrator within fifteen academic days of the first day of the next long semester if a satisfactory resolution is not reached in the initial discussion with the faculty (see exceptions in this appeal level). Exceptions to deadlines set forth herein for students in unusual circumstances (for example, studying abroad) may be granted **in writing** by the dean of the college/school in which the course (or critical component) was offered. An exception may also be granted by the Provost/Vice-Chancellor for Academic Affairs.

The department chair or appropriate administrator will become familiar with the facts of the case by communicating with the student and the faculty member(s). The parties have a right to meet with the chair without the other party present. The faculty member or examination committee chair will respond **in writing** to the department chair concerning the student's appeal.

The department chair or appropriate administrator may either accept or deny the student's appeal. The chair will notify the student and faculty member(s) of his/her decision **in writing** within ten academic days of receiving the appeal. In the event that the department chair accepts the student's appeal, and no further appeals occur, he/she will initiate a grade change through the dean of the college.

EXCEPTIONS

If the department chair is involved in the appeal as the faculty member (one of the faculty members), the chair of the department advisory committee will assume the department's role in the appeal process. If the department does not have a department advisory committee, the chair of the school/college advisory committee will assume the department chair's role in the appeal process.

2. Appeal to the Academic Dean

The chair's position may be appealed **in writing** by the student or faculty member(s) to the appropriate dean within ten academic days of the department chair's decision (see exceptions in this appeal level).

The dean will become familiar with the facts of the case by reading the prior appeal documents and by communicating with the student, faculty member(s), and the department chair. The parties have the right

to meet with the dean without the other party present.

The academic dean will notify the student, faculty member(s), and the department chair of his/her decision **in writing** within ten academic days of receiving the appeal. In the event the dean upholds the student's appeal and no further appeals occur, the change of grade shall be reported by the dean to the registrar's office.

EXCEPTIONS

If the dean of the college/school is involved in the appeal as the faculty member, the appropriate associate dean will assume the dean's role in the appeal process.

3. Appeal to the Academic Appeals Committee

The dean's decision may be appealed **in writing** by the student, the faculty member(s), or the department chair to the Academic Appeals Committee within ten academic days of the dean's decision.

The appeal by the student, the faculty member(s), or the department chair will be sent to the Academic Appeals Committee chair **in writing**. The material corresponding to the appeal should include a letter to the committee discussing the reason for the appeal and all pertinent documents that support the appeal. When the appeal is received the committee chair will ask the appropriate dean for all written documents pertaining to the appeal. Once the chair receives the documents they will be distributed to the appropriate committee members for review. During the review of the material, the chair may request other documents pertaining to the appeal. The chair will set a date for a hearing that will include the appropriate committee members, the student, and the faculty member(s). The chair will request that the dean or a designee be present to represent the college or school.

A hearing will take place at which time all parties will have an opportunity to discuss their case and committee members will ask questions to better understand the appeal.

The committee will confer and come to a decision on whether to support the appeal or not. All parties will be notified **in writing** of the committee's decision within ten academic days of the hearing. In the event the committee upholds the student's appeal, and no further appeals occur, the chair will advise the appropriate dean to report the change of grade to the registrar's office.

The student, faculty member(s) or the chair may appeal the committee's decision to the Provost of the University **in writing** within ten academic days of the committee's decision.

All questions pertaining to the appeals policy and procedures should be addressed to the Chair of the Academic Academics Appeals Committee or the Provost's Office.

Student Grievance Procedure

The University has established both informal and formal procedures which a student may follow when presenting grievances. A grievance is defined as any dispute or difference concerning the interpretation or enforcement of any provision of University regulations, policies or procedures or state or federal laws applicable on the campus. Administrators, faculty and students are encouraged in all instances to resolve grievances informally, and as promptly as possible. However, formal procedures may be followed when needed.

Detailed information about the University Judicial System is given in the Student Handbook, available at the beginning of each fall semester. Individuals who have additional questions about how to gain access to the system may contact the office of the dean of Campus Life.

Master of Liberal Arts

[Courses of Instruction](#)

Overview

Liberal Studies

Available on the Master of Liberal Arts degree. Administered by the Office of Graduate Studies and Research.

Master of Liberal Arts

The Master of Liberal Arts program is designed to offer graduate level education in the broad areas of liberal studies. It is a multidisciplinary, non-career oriented program that seeks to offer a wide range of educational opportunities to students of diverse educational backgrounds. The intent of the program is to make available to all college graduates an opportunity to satisfy their intellectual curiosity and to broaden their knowledge.

Prerequisites. A bachelor's degree from a regionally accredited college or university is required for admission. Applications for admission are available in the Office of Graduate Studies and Research and on-line.

Program. The M.L.A. degree requires successful completion of 30 hours of course work, at least 21 of which must be taken on a letter grade basis. Twelve of the 30 hours must be in M.L.A. courses designated "Perspectives on Society." Courses so designated will relate a liberal arts discipline to a) issues of contemporary American society, b) issues of culture or cultural diversity in America, c) other world cultures and societies. See the [M.L.A. website](#) for a list of "Perspectives on Society" core courses.

On-Line Program. The M.L.A. Program offers courses that can be taken completely online. These courses are open to all M.L.A. students. If students wish, they can complete the entire M.L.A. Program exclusively online. No distinction is made between regular courses and online courses in terms of degree requirements or in the actual granting of the degree.

Pass/No Credit. At the election of the student, M.L.A. courses can be taken on a pass-no credit basis; however, no more than 9 hours taken on a pass/no credit basis will count toward the M.L.A. degree. No more than 6 of the first 9 hours in the program can be taken on a pass/no credit basis.

Independent Study. Students may pursue travel/study courses by taking an independent study course (MALA 60970) under the supervision of an M.L.A. instructor. In order to take an independent study course, a student must follow certain guidelines which are available from the Office of Graduate Studies and Research. No more than six hours of independent study may count toward the degree.

Transfer Credit. Any request for transfer credit must be made on the appropriate form available in the Office of Graduate Studies and Research. An official transcript of the graduate work must be mailed from the registrar's office directly to TCU. Credit may be requested only for courses broad enough in content to meet the philosophic intent of the M.L.A. program. All requests are subject to approval by the M.L.A. Advisory Committee. No more than six hours of transfer credit will be accepted. Courses, other than M.L.A., completed at TCU cannot be applied toward degree requirements.

Courses. Courses in the M.L.A. program are offered on a rotating basis. Classes generally meet in the late afternoon and weekday evenings; occasionally, day and Saturday classes are offered. M.L.A. courses are also offered during the various summer terms. The Office of Graduate Studies and Research publishes course descriptions for the following semester. Although new courses are added each year, the following is a list of courses that have been taught in recent years.

Courses of Instruction

MALA 60033 Outbreak: Infectious Diseases and World History. A broad, integrated view of infectious disease in humans within the context of society and history. Development of medical science and technology, effects of disease in society, and conduct and limitations of historical inquiry will be examined.

MALA 60043 Mass Media and Society. As the presidential election campaign gets into full swing, the role of the media will become increasingly important as news coverage, presidential debates, and election advertising bring this important issue to the public. Mass Media and Society will examine not only the presidential campaign, but also the impact of media on individuals, institutions, and community. Participants in this course will probe how and why the media developed the way it did, where the media is today, and where the media seems to be heading in the age of information. The class will explore the cultural context and norms of major media industries such as newspapers, magazines, books, radio, films, television, music recordings, public relations and advertising.

MALA 60053 The Asian Enigma: Modern China and Japan. An analysis of the civilization, culture and values of contemporary China and Japan with a view to explaining why each nation reacted so differently to Western impact and what each portends for America and the rest of the western world. The course stresses traditional Chinese and Japanese values, how they are manifested in everyday life as well as national and economic decision-making, and how these values are different from those held by most Americans.

MALA 60063 Literature of the American Southwest. The course will investigate the idea of a "sense of place" by working toward a definition of the "American Southwest." We will examine how authors evoke a distinctive sense of place by reading and discussing nonfiction books of travel (e.g., John Graves' Goodbye to a River or Richard Shelton's Going Back to Bisbee) and a range of fictional works representing several literary modes, ethnicities, and Southwestern perspectives.

MALA 60073 The Impact of Computers on Society. This is a non-technical introduction to what a computer is, how it functions, and how they are used in today's society. In addition to learning about the impact of computers, students will learn to use a browser to access the Internet.

MALA 60113 Myths and Legends: North American Indian Thought. Luther Standing Bear declares, "The Indian, by the very sense of duty, should become his own historian, giving his account of the race - fairer and fewer accounts of the wars and more of statecraft, legends, languages, oratory, and philosophical conceptions." This course is a survey of the legends and myths and the cultural-agricultural practices of the north American Indian tribes and nations with a focus on the nature of the self (person; tribe), the world (nature; cosmos), and their interrelationship(s). These concepts are discussed and comparisons with Western philosophy are made when appropriate.

MALA 60123 Global Persuasive Campaigns, Their Influence and Impact. Global communications have created an international community exposed to persuasive campaigns, some advertising and some informational. This course will examine the influence and impact of global persuasive campaigns through an analysis of the structure of the campaign process and the use of images to create familiarity and experience. The ultimate impact and influence of such campaigns is highly variable, depending on the media in which they appear and the cultural context in which they are interpreted.

MALA 60133 The Sociology of Deviant Behavior. What is deviance? From a sociological perspective, deviance is a matter of social definition, interpretation, and reaction. This seminar examines the story of deviance, a story involving the struggle between rule breakers and those who seek to define them as outside normative boundaries. The goal is to introduce students to substantive topics and scholarly work within the sociology of deviance while providing an opportunity for discussion and critique. Special emphasis will be placed on the interactional dynamics involved in defining and managing deviance and the development of deviant careers.

MALA 60143 Economics of Contemporary Issues. Basic concepts and tools used by economists and applications of those tools to analyze contemporary economic and social issues will be discussed. Included among the issues will be drug prohibition, tax reform, Social Security, the minimum wage, and environmental protection.

MALA 60153 Culture and American Cinema. An exploration of cinema as a form of American social expression. As cultural artifacts, films are produced in specific historical contexts by and for cultural groups. Films produced for American audiences reflect American values, myths, and behavior and thus constitute an important form of social expression. We will examine movies, which depict specific periods, people, and events of American history, and ask questions such as: How do we see ourselves and our history through films? Who are the 'heroes' we choose to portray onscreen? How have our notions of 'realism' changed over time?

MALA 60183 After Dictatorship: Can Latin American Nations Achieve Democracy?. The course challenges the facile assumption that because guerrilla wars have ended and the generals have turned power over to civilians, Latin America will necessarily "go democratic." The course focuses on the peace processes in selected Latin American countries in order to explore the serious challenges that confront nations seeking to democratize when they are saddled with deep legacies of authoritarianism.

MALA 60193 High Civilizations of the Americas: The Aztecs, the Incas, and the Maya. An examination of the beginning, development, and decline of the three major aboriginal cultures of the Western Hemisphere. The total culture of each civilization will be explored including religious, social, economic, and military factors. Post-conquest developments will also be examined.

MALA 60213 Contemporary Indigenous Literature of Mexico. A study of literary works by outstanding, contemporary writers hailing from a variety of Mexican indigenous ("Indian") ethnic groups: Nahuatl, Zapotec, Yucatec, Mayan, Mazateco, Tzeltal, among others. The pre-Hispanic roots of this new literature will be examined, as will recurring themes and other ancient motifs which persist in today's writers. Short stories, poetry, and drama will be studied within their specific ethnic contexts, and also within a broader literary analytical framework. Recent English translations by Dr. Frischmann and his personal research experiences will make this course accessible to all MLA students.

MALA 60253 King Arthur Meets Queen Victoria: Arthurian Literature in the Victorian Age. An examination of the roots of current American interest in Arthurian legend in Queen Victoria's reign. Students will read important literary works, including Alfred Lord Tennyson's *Idylls of the King*, William Morris's "Defense of Guinevere," and Mark Twain, *A Connecticut Yankee in King Arthur's Court*, and explore the historical and political conditions surrounding the 19th-century medieval revival. The course concludes with a screening of *Excalibur* (1981) and discussion of its indebtedness to the Victorian era.

MALA 60263 The US Economy: Analysis and Outlook. The study of economics involves the learning of abstract theories about the workings of the economic system and the study of various policy tools that may be used to guide the economy toward specified targets. The course will focus on the historical development of the theories developed to explain our major economic issues, on the controversies surrounding these theories, and on the different policy conclusions that arise from different theories. The major economic issues on which the course will focus include inflation, unemployment, business cycles, economic growth and development, international trade deficits and surpluses, federal government budget deficits and surpluses, income distribution, and globalization.

MALA 60273 Economic Policy and Its Impact: A Simulation Approach. Computer simulation models will be used to learn important economic concepts and to analyze current economic problems. Students will assume the role of economic policymakers and as such will initiate policy changes and examine their effects on various aspects of the economy, such as the national output level, the inflation rate, the unemployment rate, and the distribution of income. No prior computer experience is necessary.

MALA 60283 A World of Weather: Fundamentals of Meteorology. Do you have a fascination with the Weather Channel? Are you interested in a non-mathematical treatment of the principles of meteorology and climatology? Students in this course will develop a working understanding of general meteorological and climatological processes, develop an understanding of the spatial and temporal variability of these processes, and begin to understand how these factors influence the climate of a region. Basic information about the earth/energy system will pave the way for an examination of simple dynamic relationships, synoptic circulation, global climate and climate change.

MALA 60313 A New American Foreign Policy?. What foreign policy issues are on the horizon for U.S. policy makers? What should our foreign policy be as we enter the post 9/11 era? How should that foreign policy be made, and by whom? The domestic political environment facing U.S. foreign policy makers changed first after the Vietnam War and then again after the September 11th attacks. With the demise of the Cold War, the external political

environment changed as well. This course will look forward to contemporary U.S. foreign policy on both the domestic and external levels. Domestically, the course addresses the various governmental and non-governmental actors who combine to produce foreign policy. Externally, it examines problems that revolve around specific issues (like terrorism and homeland security, the promotion of democracy, foreign trade, etc.) or around particular countries (Afghanistan, Russia, China, Mexico, Cuba, etc.).

MALA 60323 The New South, 1877 - Present. In this course the political, social and economic factors in the New South are examined with attention given to comparative regional history. Particular emphasis will be placed on historical interpretations, showing both the professional and lay image of the South in today's society. The economic modernization of the South will also be a major theme of the course.

MALA 60373 The Social Psychology of Crime and Victimization. This course introduces students to the central ideas in the field of social psychology and the significance of these ideas in providing explanations for criminal behavior and related phenomena. Additionally, classic social psychological theory and research are examined and utilized to understand offenders, victims and criminogenic environments. The course emphasizes the integration and application of course content to understand contemporary criminological issues such as the use of the death penalty for juveniles, treatment and control of sex offenders, criminalizing drug offenders, and the validity of repressed memory.

MALA 60403 Global Geopolitics. In a world subject to war, ethnic conflict, and economic disruption, to what extent does geography explain the unfolding of global events? How do access to waterways, the level of economic development, the blessings of natural defenses, and proximity to other nations determine the stance a country presents to the outside world? Geographer Dr. Jeffrey Roet will introduce geopolitical concepts that help explain conflict and change and show how geography is indeed the stage upon which history is set. He will reveal centuries-old patterns behind the dynamics of war, economic competition, and other current global concerns.

MALA 60423 Modern Mexico: A Nation in Crisis. The emergence of Mexico from colonial status to hemispheric leader and major force among "third-world" countries. Considerable attention is devoted to the Revolution of 1910 and the ongoing revolutionary process it initiated. The role of the United States in the emergence of modern Mexico is discussed in detail. The course concludes with an extensive examination of Mexico's role as a major oil producer and the current financial and economic crisis with which the country is contending.

MALA 60443 Contemporary Issues in Human Health. From the human genome project and cloning to hormone replacement therapy and antibiotic resistance, new issues involving human health as science discovers more about the causes and treatment of human diseases increasingly confront us. Our ability to manage our health depends on our understanding and appreciation of the biological concepts underlying these issues. This course will examine some of these contemporary issues and the underlying biological concepts through readings from a variety of Web resources.

MALA 60483 How the Civil War Was Lost: Problems in the Confederate High Command. This course examines the issues and problems involved within the Confederate government in selecting and using generals and in developing and implementing national strategy during the Civil War. Topics include the personal role of Jefferson Davis, the influence of Robert E. Lee, the problematic service of Braxton Bragg, P.G.T. Beauregard, and Joseph E. Johnston, among others. We will also explore the controversies among Confederate leaders between offensive and defensive strategy and between Virginia the western theater of the war.

MALA 60523 The Importance of Plants in Our World. An investigation into the aspects of plants that make them useful to people from an economic and social perspective. The structure, chemistry, genetics and ecology of plants will be examined. Products derived from flowers, seeds, fruits, stems, leaves and roots are analyzed in light of past, present and future needs of the world community.

MALA 60533 American Revolution: A Blessing or a Curse? Today's headlines report the failure of revolutions with their civil wars, ethnic massacres, and palace coups. What constitutes a successful revolution? What lessons are there in the American experience? General Washington's startling words in 1783 express his anxiety for the problems of American state-building and give the title to a course that will examine the origins of those problems in the protest to British imperialism, the War for Independence, and the post-war challenges leading to the creation of the federal structure under the Constitution.

MALA 60553 Dilemmas in American Politics: Freedom, Order, Equality. The class will examine the perennial dilemmas between Freedom, Order and Equality especially as they pertain to political ideology and public policy. To understand the dilemmas, we will examine the basic structure of our government with special attention paid to the structural tensions that augment this dilemma. Next we will look at how the dilemmas surface in contemporary debate among liberals and conservatives and how the dilemmas impact the definition of policies in the United States. We will be discussing and debating a number of current issues that pit these three valued ideals against one another to better understand the positions presented by advocates on both sides of the policy debates and to illuminate our personal positions and views.

MALA 60573 Aesthetics of Film, TV, Radio Production. Understanding how media texts are created. The course provides a behind-the-scenes look at film, television, and radio, guiding students to a thorough understanding of the technological and stylistic options available to producers and directors. These options, in turn, form the palate from which directors and others construct mediated texts--the images, sounds, and dramatic tensions necessary for the successful execution of theatrical film, television, and radio. Examples will be taken from current film, television, and radio programming. Aimed at an educated consumer of the media, this course requires no previous experience in the media arts.

MALA 60593 Light, Color, and Space. Human beings receive over 80% of their information about the spatial environment through vision. The mechanism by which this visual environment is revealed to us is light. It is the quality of that light, in all of its manifestations, that has inspired mankind for thousands of years. Ranging from the philosophical statement "I see," which has more to do with the act of understanding than the process of seeing, to the psychological aspects of certain three dimensional visual illusions that work, based solely upon stored mental information on the location of our sun and the resultant cast shadows; light has both inspired and guided our relationships with the world that surrounds us. So strongly interwoven is this relationship that it passes for the commonplace. This course seeks to explore and clarify the inter-relationship between man and light. Individual/team investigations will concentrate on the use of light and color to create sophisticated themed environments. The TCU Center for Lighting Education will be used to support the actual demonstration of and investigations into the use of various types of electric lighting devised, ranging from simple track fixtures to computer controlled fixtures

that can change color, lighting position, and pattern.

MALA 60613 Literature and Film: The Art of Adaptation. Time and again filmmakers turn to literature for inspiration; we have become accustomed to seeing favorite works of literature "translated" for the screen. This course will ask you to move past the initial reaction--Is the film better than the book, or vice versa?--to analyze the methods used in adaptation. How does each medium establish characters, develop mood and atmosphere, communicate emotions and thoughts? Furthermore, the course will examine how adaptations have been influenced by factors such as changing cultural attitudes and censorship.

MALA 60633 The Role of Capital in Domestic and International Economy. One of the least understood features of our economy is the nature of capital (physical and financial). Yet it plays a vital role in creating present employment and future productive capacity, and it grabs headlines through stock market fluctuations and international financial crises. This course both arms the student to differentiate among the confusing variety of uses of the term capital and explains what it can and cannot do in terms of world and domestic economic growth, social security financing, federal debt financing, and third world development.

MALA 60653 The People's Choice: American Presidents. A history of the issues, conflicts and personalities in the development of the American presidency. An examination of twelve selected presidential administrations from George Washington to the modern presidency will be conducted.

MALA 60673 The Jerusalem Jackpot: Understanding Israeli-Palestinian Conflicts. The struggle for control of Jerusalem and surrounding territories has made violence between Jews and Arabs a recurring phenomenon since the 1920s. The 1948 creation of an independent Israeli state only exacerbated the violence. This course examines contemporary conflict issues between Israelis and Palestinians against the context of a history of past conflicts. Focal points for the course are the underlying reasons for these conflicts, their conduct and resolutions to date, and the various efforts to promote a more lasting peace between Israelis and Palestinians.

MALA 60693 The Satiric Vision: From Jonah to Doonesbury. Study of the literary art of satire, including forms of satire, angles of satiric vision and examination of chief satirists' works and techniques.

MALA 60713 The History of War. In this survey we will seek to understand the influence of war in human history from ancient times to the present. This course will trace the causes and effects of war, the evolution of military technology, and the role played by leadership. To highlight these, we will discuss decisive military battles throughout history. Hopefully, by examining this process we will be able to understand ourselves and our world a little better.

MALA 60793 Public Health: Current Biological Issues. The course examines current biological issues in Public Health through lectures, readings, class discussion and debate. Issues such as vaccines, food safety, use of genetically modified plant crops, environmental toxins, bioterrorism and emerging diseases are examined.

MALA 60803 Pax Americana: United States Foreign Relations in the Twentieth Century. Now that the Cold War is over and the 20th century is coming to a close, how well did the United States fulfill its destiny of making the past hundred years the "American Century" that so many Americans predicted in the 1890s? This course offers some perspectives as answers by tracing the development of a global American foreign policy from the period following the Spanish-American War until the end of the Cold War. It also examines the forces - both foreign and domestic - that influenced those policies as the United States tried to formulate new diplomacies to meet each of the ever changing challenges in world affairs of this most dynamic century.

MALA 60903 British Humor from the Goons to the Young Ones. "British humor" as exemplified in popular culture by Monty Python's Flying Circus has gained recent acceptance in U.S., but is actually based on a long tradition that has its roots in the special love of wit, puns, paradoxes, and epigrams the English have manifested since the Viking invasions. Even though sensing the laughable and absurd is a universal trait, humor is expressed according to cultural differences and values of class, education, or special interest. Students in the course will look at British Humor on radio, TV, and film and attempt to define its unique attributes.

MALA 60953 Modern Astronomy: From the Origin of the Universe to Black Holes. An introduction to recent developments in astronomy and astrophysics: how the Universe began and how will it end, the age of the cosmos, the origin of galaxies, the birth, life and death of stars; stellar and galactic black holes, millisecond pulsars, supernovae, comets, and quasars, and the worlds of the solar system. Questions to be pondered include: Where and what is the missing mass? Are we alone in the Universe? Are we in danger from a comet colliding with earth? Where and how did life originate? The latest discoveries by the Hubble Space Telescope, Cassini, and other space missions are also discussed.

MALA 60970 Special Problems. Special problems in Liberal Arts.

MALA 61013 Themes in Prehistory: Fossils, Dinosaurs and Humans. Dinosaurs have held the public imagination for almost 200 years now. Beyond an intrinsic interest in animals that lived in an unimaginably distant time, dinosaurs and dinosaur paleontology figured greatly in the development of concepts of geologic time and biology from the Renaissance on and are still centered in the public's appreciation of 'science'. This course will take students through a tangled web of emergent concepts of time, organisms and 'public relations' through the last 300 years or so, focusing on the tangible and intangible impressions that dinosaurs have made on modern civilizations.

MALA 61033 Dilemmas in American Politics: Freedom, Order, Equality. The class will examine the perennial dilemmas between Freedom, Order and Equality especially as they pertain to political ideology and public policy. To understand the dilemmas, we will examine the basic structure of our government with special attention paid to the structural tensions that augment this dilemma. Next we will look at how the dilemmas surface in contemporary debate among liberals and conservatives and how the dilemmas impact the definition of policies in the United States. We will be discussing and debating a number of current issues that pit these three valued ideals against one another to better understand the positions presented by advocates on both sides of the policy debates and to illuminate our personal positions and views.

MALA 61053 Parapsychology: Weighing the Evidence. The field of parapsychology includes phenomenon such as telepathy, clairvoyance, psychokinesis, ghosts and hauntings, spirit communication, and near-death experiences. The claim by many parapsychologists is that these paranormal occurrences have been studied with rigorous research methods, and that there is considerable evidence to support their existence. This course will weigh the evidence for parapsychology by tracing the history of psychical research from the dawn of spiritualism to the present day use of the ganzfeld technique. We will discuss the careers of famous psychics as well as the

contributions of many noted parapsychologists. The methods and results from parapsychological studies will be evaluated in the context of the approaches used by researchers in the natural sciences. This course will address the following important issues: are testimonials useful evidence to support the existence of these phenomena; do fraudulent claims preclude acceptance of the field; can parapsychological research findings be replicated; do probability and chance help explain paranormal events; how have magicians and skeptics affected the perception of parapsychology in the scientific community and the general public. The objective of this course is to present perspectives from both "believers" and "skeptics" such that in the end, each student can make up his/her own mind as to the strength of the evidence.

MALA 61063 Light, Color, and Space. Human beings receive over 80% of their information about the spatial environment through vision. The mechanism by which this visual environment is revealed to us is light. It is the quality of that light, in all of its manifestations, that has inspired mankind for thousands of years. Ranging from the philosophical statement "I see," which has more to do with the act of understanding than the process of seeing, to the psychological aspects of certain three dimensional visual illusions that work, based solely upon stored mental information on the location of our sun and the resultant cast shadows; light has both inspired and guided our relationships with the world that surrounds us. So strongly interwoven is this relationship that it passes for the commonplace. This course seeks to explore and clarify the inter-relationship between man and light. Individual/team investigations will concentrate on the use of light and color to create sophisticated themed environments. The TCU Center for Lighting Education will be used to support the actual demonstration of and investigations into the use of various types of electric lighting devised, ranging from simple track fixtures to computer controlled fixtures that can change color, lighting position, and pattern.

MALA 61073 The Supreme Court's Greatest Hits. "The Supreme Court's Greatest Hits" is an online course featuring student/professor analyses of selections from the most important decisions of the United States Supreme Court in the last fifty years. The topics to be covered during the term include: 1) Freedom of expression, 2) Freedom of religion, 3) Reproductive Freedom, 4) Discrimination based on gender, 5) Discrimination based on sexual orientation, 6) Pornography and the legal test for obscenity, and 7) Highlights from the criminal justice system. Student discussion leaders will be assigned to lead threaded discussions for each of the 27 cases we study, depending on enrollment, this will amount to four times during the term that a student will lead threaded discussions. Topics will run for one, two or three weeks during the term. The course will utilize a CD-ROM disk developed by Professor Jerry Goldman of Northwestern University. Installation of the disk on the hard drive of your computer will bring you the recorded oral arguments made before the Supreme Court of the United States and oral announcements of decisions for the cases included by Professor Goldman on the disk. The disk also contains the full text of the opinions issued by the Court on the included cases.

MALA 61083 The Wild West. Well...was it? When? To whom? What tamed it? This course will wrestle these questions by surveying the history of the trans-Mississippi West from contact to the present (possibly into the future) and considering the significance, or insignificance, of frontiers in American History. Students will read a textbook and analyze the West through extensive use of web sites and representations in popular culture, especially films.

MALA 61093 Profiles in Courage: Cinematic Studies of Greatness. This MALA course capitalizes on great films to investigate the lives of people who achieve greatness. Films such as Amadeus, Braveheart, Glory, Lawrence of Arabia, Patton, and Schindler's List are used as laboratories for studying the principles of greatness as played out in the lives of heroes, creators, commanders, and statesmen. Although the domains of greatness vary, from music to politics to the battlefield, many of the essential ingredients are the same. Chief among these is courage, which Ernest Hemingway defined as "grace under pressure." (Note: Students enrolled in this eCollege course must have access to a video source, either a library or a video outlet such as Blockbuster.)

MALA 61103 Psychology of Sex, Violence and Aggression. Teaches students how to think critically about psychological research on sex, violence, and aggression. The course goal is to educate intelligent consumers of media information and misinformation, teaching them to separate scientifically valid from invalid claims that such factors as genetics, biochemistry, socialization practices, sex differences, ambient temperature, alcohol, television, movies, and video games affect interpersonal violence and aggression.

MALA 61113 American Stages: A History of Theatre in the United States. The United States has a rich theatrical and dramatic heritage often hidden in the shadow of our colonial connection to England and dismissed by the Puritan ideology and ethics that formed the basis of our government. This web-based course shall explore that rich heritage through an in-depth look at the people, historical situations and the drama literature that reflected the growth of this country from our colonial beginning to its maturity as a world leader in the 20th century.

MALA 61123 Global Persuasive Campaigns, Their Influence and Impact. Global communications have created an international community exposed to persuasive campaigns, some advertising and some informational. This course will examine the influence and impact of global persuasive campaigns through an analysis of the structure of the campaign process and the use of images to create familiarity and experience. The ultimate impact and influence of such campaigns is highly variable, depending on the media in which they appear and the cultural context in which they are interpreted.

MALA 61133 Aspects and Issues: Health Care Delivery. The course examines the various aspects of health care delivery in the United States and other countries. The course will provide the student with a critical analysis and overview of health care delivery focusing on factors impacting its access, quality and cost.

MALA 61143 Mass Media and Society. As the presidential election campaign gets into full swing, the role of the media will become increasingly important as news coverage, presidential debates, and election advertising bring this important issue to the public. Mass Media and Society will examine not only the presidential campaign, but also the impact of media on individuals, institutions, and community. Participants in this course will probe how and why the media developed the way it did, where the media is today, and where the media seems to be heading in the age of information. The class will explore the cultural context and norms of major media industries such as newspapers, magazines, books, radio, films, television, music recordings, public relations and advertising.

MALA 61153 Texas Political Leadership: Case Studies from the 20th Century. During the 20th Century and now into the 21st, Texas provided a large share of national leadership in the United States and had some groundbreaking participants in the political change of that century. In this class, we will examine ten of those political figures, including the five chamber leaders of the House from Texas (Speakers Garner, Rayburn, and Wright and Majority Leaders Arney and DeLay), the three presidents from Texas (Johnson, Bush, and Bush) and the two Supreme Court associations (Associate Justice Tom Clark and prospective Justice, as of this writing, Harriet Miers).

We will also examine the career of John Tower as founder of the modern Republican Party in Texas, and Barbara Jordan as a groundbreaking public servant. The focus will be on techniques of political leadership and how they changed over the course of the 20th Century and into the 21st.

MALA 61173 Troubled Neighbors: US and Latin America. This course focuses on the imbalance of power that has existed historically between the United States and Latin America and the hemispheric problems that have resulted from that imbalance. From the Monroe Doctrine in 1823 to the military intervention in Haiti in 1994, the United States has asserted a leadership role in the hemisphere, often with little understanding of the impact its actions had on the less-powerful nations of Latin America. Most of the course is devoted to the 20th Century, and major issues are examined from both the U.S. and Latin American perspectives.

MALA 61183 Red, White and Green: United States Environmental History. This course will examine American history from the perspective of the complex relationships between humans and their environment from pre-literate times through the 21st century. Geographically, the course will be bounded by the limits of the present United States. During the term, we will address the following questions: How did the environment shape American history and influence various American societies? How have conceptions of the environment changed? Do humans interact with the environment any differently now than they did 600 years ago? How have environmental concerns shaped politics and political movements?

MALA 61193 Health Care and the Quality of Life. The course will examine the state of health care in the United States and explore how quality is defined in light of it. A brief overview of the structure and processes of health care delivery will be presented followed by a review of the various methods for defining and establishing quality in health care in our society. The role and influence of health care providers (medical and insurance companies) on individual choices will also be examined. Specific issues facing society related to health care decision-making will be reviewed and then related to how and who interprets the concept quality.

MALA 61203 Romantic Attractions and Close Relationships. Teaches students how to think critically about psychological research on romantic attraction and close relationships. The course goal is to educate intelligent consumers of media information and misinformation, teaching them to separate scientifically valid from invalid claims about the causes and consequences of initial romantic attraction, deepening close relationships, sex differences, problems that occur within close relationships, and effective versus ineffective strategies for resolving conflicts in close relationships.

MALA 61233 Controversial Environmental Issues. Our relationship with the Earth is changing at an unprecedented rate. The pace of change is accelerating not only from our advancing technology, but also from world population growth, economic growth, and increasingly frequent collisions between expanding human demands and the limits of the Earth's natural systems. It appears that catastrophe looms ahead unless major changes are made in a short period of time. Or does it? Fortunately, human beings are capable of changing their behavior and values, which are then reflected in changes in national and international priorities. Such changes happen when people are confronted with new information or new experiences. This is a discussion and debate style course. The objective is to introduce students to controversies in environmental policy and science. The readings, which represent the arguments of leading environmentalists, scientists, and policymakers, reflect a variety of viewpoints and have been selected for their liveliness and substance. They are organized topically around major areas of study within environmental studies, and include environmental ethics, water resources, energy, global climate change, and population.

MALA 61243 Ecological Principles of the Earth. This course will explore many aspects of the ecology of the earth. Ecology is the study of the interaction of organisms with their environment. The environment includes both physical (global air patterns, soils, etc.) and biotic (competition, predation, etc.) parameters. Specifically, the course will explore the paleohistory of the earth, biomes of the world, the physical forces of today's biosphere, the dynamics of natural communities and populations, and the global effects of man's presence on planet earth.

MALA 61253 Creative Writing: Advanced Fiction Writing. This is a course in fiction writing, where students will be expected to produce two full-length short stories or two chapters of a novel or novella (about 40-50 pages of writing). Our primary goal will be to provide each other - virtually - with a rigorous, supportive audience for our writing. To get to and through our fiction, we'll read contemporary fiction writing, both short stories and novels, and do shorter, focused exercises on setting, characterization, etc. to help us generate prose and understand how stories are put together. In addition to reading and writing fiction, primary responsibilities of this course will involve careful reading and responding to texts we read, student writing, attending a reading in your community, and reviewing a literary journal. While I will respond extensively to drafts and revisions, as a member of the class you'll assume the responsibility of responding to writing by your classmates.

MALA 61263 The US Economy: Analysis and Outlook. The study of economics involves the learning of abstract theories about the workings of the economic system and the study of various policy tools that may be used to guide the economy toward specified targets. The course will focus on the historical development of the theories developed to explain our major economic issues, on the controversies surrounding these theories, and on the different policy conclusions that arise from different theories. The major economic issues on which the course will focus include inflation, unemployment, business cycles, economic growth and development, international trade deficits and surpluses, federal government budget deficits and surpluses, income distribution, and globalization.

MALA 61273 Ethics, Mental Health & Society. Contemporary approaches to the study of mental health emphasize disorders of the brain as the source for abnormal thinking and behavior. This course examines the ethical considerations inherent in this approach as it applies to the development of new treatments. The major objectives of the course include: an understanding of the journey from basic to clinical research; a familiarity with the ethical issues surrounding animal and human clinical research; the challenges that come with industry-sponsored research; and the ethical concerns with proposed treatments for psychological disorders in the future that may include cloning, gene-therapy, and stem cell research.

MALA 61283 A World of Weather: Fundamentals of Meteorology. Do you have a fascination with the Weather Channel? Are you interested in a non-mathematical treatment of the principles of meteorology and climatology? Students in this course will develop a working understanding of general meteorological and climatological processes, develop an understanding of the spatial and temporal variability of these processes, and begin to understand how these factors influence the climate of a region. Basic information about the earth/energy system will pave the way for an examination of simple dynamic relationships, synoptic circulation, global climate and climate change.

MALA 61293 Leadership: An Historical and Literary Study. This course examines a broad spectrum of leadership issues through the study of historical and literary (both fictional and non-fictional) leaders in a wide variety of societies and historical eras. The study centers on the use of cases from the Hartwick Humanities in Management Institute. Because the cases all focus on well-known leaders, the case represents only a small fraction of the materials (books, movies, etc.) that are available to the student for his/her analysis. Additionally, the course challenges the student to view leadership from multiple perspectives (theoretical, as well as academic).

MALA 61303 Vietnam in War and Revolution. This course examines the causes and consequences of war and revolution in 20th century Vietnam. Concentrating on major events such as the Vietnamese anti-colonial movement, the 1945 August Revolution, Ho Chi Minh and Vietnamese Communism, the Franco-Viet Minh War, the roots of the U.S. involvement and the American War in Vietnam, students explore modern Vietnamese history from a variety of perspectives: Vietnamese, American, and French. Course requirements include assigned readings, book and film critiques, a weblogographic essay, and participation in threaded discussion.

MALA 61323 The New South, 1877 - Present. In this course the political, social and economic factors in the New South are examined with attention given to comparative regional history. Particular emphasis will be placed on historical interpretations, showing both the professional and lay image of the South in today's society. The economic modernization of the South will also be a major theme of the course.

MALA 61333 Terrorism at Home and Abroad. This course introduces the graduate students to the practices of terrorism--international and domestic--along with the history and motivations behind it. Particularly, the course will provide insight into terrorism from a historical, geographical, cultural, and ideological basis. Strategies to combat terrorism will also be explored. After completing this course, students will not only be familiar with a variety of terror groups and terrorist acts that have made the news, but will also have a deeper understanding of the hostilities and conflicts which give birth to terrorism around the world and at home.

MALA 61373 The Social Psychology of Crime and Victimization. This course introduces students to the central ideas in the field of social psychology and the significance of these ideas in providing explanations for criminal behavior and related phenomena. Additionally, classic social psychological theory and research are examined and utilized to understand offenders, victims and criminogenic environments. The course emphasizes the integration and application of course content to understand contemporary criminological issues such as the use of the death penalty for juveniles, treatment and control of sex offenders, criminalizing drug offenders, and the validity of repressed memory.

MALA 61383 The Politics of Emergency Management. This course will introduce students to the impact of natural and man-made disasters on society, as well as the principles and practices of modern emergency management efforts in the United States. This includes efforts in planning for disasters, mitigating disasters, responding to them, and recovering from them. An emphasis is placed on the role that FEMA and the department of Homeland Security play in the process.

MALA 61423 Modern Mexico: A Nation in Crisis. The emergence of Mexico from colonial status to hemispheric leader and major force among "third-world" countries. Considerable attention is devoted to the Revolution of 1910 and the ongoing revolutionary process it initiated. The role of the United States in the emergence of modern Mexico is discussed in detail. The course concludes with an extensive examination of Mexico's role as a major oil producer and the current financial and economic crisis with which the country is contending.

MALA 61523 Importance of Plants in Our World. Aspects of plants that make them useful to people from an economic and social perspective. The structure, chemistry, genetics and ecology of plants are examined. Products derived from flowers, seeds, fruits, stems, leaves and roots are analyzed in light of past, present and future needs of the world community.

MALA 61523 The Importance of Plants in Our World. An investigation into the aspects of plants that make them useful to people from an economic and social perspective. The structure, chemistry, genetics and ecology of plants will be examined. Products derived from flowers, seeds, fruits, stems, leaves and roots are analyzed in light of past, present and future needs of the world community.

MALA 61533 American Revolution: A Blessing or a Curse?. Today's headlines report the failure of revolutions with their civil wars, ethnic massacres, and palace coups. What constitutes a successful revolution? What lessons are there in the American experience? General Washington's startling words in 1783 express his anxiety for the problems of American state-building and give the title to a course that will examine the origins of those problems in the protest to British imperialism, the War for Independence, and the post-war challenges leading to the creation of the federal structure under the Constitution.

MALA 70013 Men, Women and Society: A New Definition of Roles. An examination of new ideas, data and theories to interpret changing roles of men and women in contemporary society.

MALA 70063 Light and Human Health. This course examines the relationship between light and human health. Topics will include: the aging visual system, light and the circadian system, yellow jaundice, vitamin D deficiency. A specific focus of the course will be "hands on" experiences of light as it is used for human health.

MALA 70073 Energy Resources, Alternatives, and Environmental Issues. A study of the distribution of the world's energy resources and a look at alternative sources of energy such as wind, tides, geothermal, synfuels, solar and nuclear power. Environmental issues including air and water pollution, solid waste, pesticides, toxic substances, etc., will be addressed as will new techniques for finding and evaluating earth resources utilizing satellite data and the internet.

MALA 70113 Native Peoples of the American Southwest. An overview of the Native Americans of the region from pre-contact times to the present. Relations and differences among native groups are emphasized as well as interactions with non-Indian groups. Efforts to "whiten" the native population ranging from Spanish missionary activities in the 16th century to the federal government's "termination policy" in the 1950s are analyzed.

MALA 70133 Contemporary Mexican Novels and Their Film Versions. This course examines three contemporary Mexican novels--The Old Gringo (1985), Like Water for Chocolate (1989), and Esperanza's Box of Saints (Santitos) (1999) and the film version of each book. We will discuss how the works treat crossing borders, and how society is presented differently in the two mediums--novel and film. Each work also studies the similarities

and differences of the two countries (cultures) that seem destined to coexist, according to Alan Riding, as "distant neighbors."

MALA 70183 Mass Media and Perceptions of Reality. The complexity of our society makes it necessary for us to draw what we know, or think we know, from information about events, trends, and even people from the mass media. Yet few people are trained as consumers of information produced by the media. This course examines the various perceptions of reality that the mass media create, exploring some of the reasons why these perceptions occur.

MALA 70233 Rise of American Business. The evolution of the American business system is examined with emphasis on four basic themes: the impact of technological and managerial change, the interaction between business and society, the position of the businessman and businesswoman in society, and the constantly-changing relationships between business and government. Special attention is devoted to the contemporary business scene.

MALA 70253 War To Peace: Political Change in Cuba and Central America in the 1990s. An examination of the dramatic but low profile political transition taking place in countries that only recently were torn by revolution and by counterinsurgency wars. The original causes of those revolutions, including the Cold War ideological divisions that formed the international environment in which they took place will be discussed. We will examine the tentative, fragile steps that are presently being taken to overcome the authoritarian and violent political legacies of the past and to build a more inclusive, democratic political future.

MALA 70373 Modern American Society: Global Power since World War II. This "period" course in American history reviews major political, economic, social, cultural and diplomatic events: World War II, the Truman administration and post-war America, the Eisenhower administration and the consensus of the 1950s, the Kennedy administration, Lyndon Johnson and the Great Society, the civil rights movement, the Republican ascendancy, and the rise of southern power.

MALA 70393 Religion and Violence. This course explores the highly ambiguous relationship between religion and violence. It provides an overview of situations in the world today that are examples of this ambiguous relationship. Ethical teachings regarding violence in Judaism, Christianity, and Islam are examined. Students are exposed to authors who seek to comprehend violent behavior using explanatory theories. Responses to 9/11/2001 written by a Jew, a Christian, and a Muslim are encountered. The goal is to allow students in the course to develop an understanding of various dimensions (ethical, social, psychological, political, and theological) of the relationship between religion and violence.

MALA 70453 Religious Cults, Sects, and Millennialism. This course provides cross-cultural perspectives on the rise, growth, decline, and societal impacts of religious revitalization movements. Readings, discussions, and audiovisuals focus on anthropologically studied cases of religious revitalization, with their prophetic figures and conversion processes, and the relationship of the movements to human struggles over meaning and social identity. The course generates critical insights into five major areas of religious movement inquiry: 1) ideas about how new religions originate, 2) types of new religious movements around the world, 3) dynamics of recruitment and conversion to movements, 4) life inside religious movements, and 5) research in the sectarian setting.

MALA 70473 Sinatra and Popular Culture. This course focuses on the cultural importance of Frank Sinatra, one of the most influential figures in 20th century entertainment. The course examines the Sinatra of recorded music, radio, Hollywood movies, and Las Vegas, politics, and organized crime. Through music, movies, and documentaries, the course explores the changing cultural landscape in the US from the 1930s through the 1980s.

MALA 70493 Do the Right Thing: Ethics in International Politics. The course examines the central question in international politics: What is the 'right' course of action in a given situation? Thus it considers various approaches to the study of ethics and morality as well as the ends pursued, the means used, and the importance of the decision-making strategies employed by policy makers.

MALA 70543 Fossils and Man: The Impact of the Fossil Record. Students will become acquainted with the impact that fossils and paleontology have had on the history of the earth. It was the fact that fossils were finally accepted as a record of ancient life that began to change the way that 17th century naturalists looked at the world. The fundamental notions of change and evolution of natural systems has forever affected man's view of the world and fossils, which, in particular, document "worlds before man." The history of interpretation of fossils in the argument for evolution, and the use of fossils in modern biology and geology will be examined.

MALA 70583 Understanding Laughter: Humor in Theory and Practice. Students who take this course will explore not only the theories that purport to explain why people laugh but also a number of practical, social, rhetorical, and psychological uses for wit and humor. The work of the course will revolve around readings of works about humor, analyzing works of humor, and writing essays related to this topic, including one essay in which students attempt to write humorously and then, using several theories of humor, analyze to what extent they have succeeded or failed.

MALA 70613 History Through Literature and Film: Latin America. This course covers both colonial and national periods of Latin American history through a combination of historical readings, fiction, and full-length feature films and videos. It aims at providing an overview of the past from the late fifteenth century to the recent present. Important institutions, processes, and themes will be studied. Students are presumed to have little or no knowledge of Latin American history and knowledge of the Spanish language is not required. Students will read both primary and secondary accounts of the events covered in the films and will be asked to assess the films in light of historical facts and interpretation and poetic license.

MALA 70653 The Second World War: Its Impact on the Contemporary World. A focus on the impact of World War II as the seminal event of the 20th century that gave rise to or influenced most major contemporary global issues. By examining the war in a broader perspective, issues such as the East-West balance of power, the end of traditional imperialism, the upheavals in the third world, and the proliferation of technology, the effect of the war 50 years later can be better understood and interpreted.

MALA 70673 American Cinema: Film Noir and the Detective Film. This course examines the cultural, narrative and critical impact of literary and cinematic forms of Film Noir and the Detective Film in the United States. The course introduces the student to the technical and aesthetic processes used in developing the style and form found in the American Cinema since 1941.

MALA 70683 The American Recording Industry: Technology and Cultural Impact. This course explores how the American popular music and recording industries and American popular culture have intersected in the years since the invention of audio recording and the impact of recorded music on the culture.

MALA 70693 Writing Life: Autobiography as Creative Nonfiction. Students who take this course will write three full-length pieces (8-12 pages each) of creative nonfiction based on incidents that have occurred in their lives. Students will read selected works of creative nonfiction and from three textbooks on writing (Ann Lamott's *Bird by Bird*: Some Instructions on Writing and Life, Phillip Lopate's *The Art of the Personal Essay*, and Mary Catherine Bateson's *Composing a Life*). The work of the course will revolve around writing the three pieces, reading and responding to fellow students' pieces online, and analyzing reading assignments from the textbooks.

MALA 70703 American Music and Culture: From Jazz to Tin Pan Alley. A study of the historical evolution of jazz styles in the United States from the 1890s through the contemporary scene, including American popular music Tin Pan Alley, protest music, and motion picture/television music. Included is an examination of the correlation of musical styles and cultural changes in America.

MALA 70713 Physical Fitness as a Lifestyle. The physiological changes that take place in the body as a result of acute and chronic exercise. Specifically, the concepts of physical fitness, conditioning programs, wellness, body composition, nutrition, risk factor reduction and the influence of exercise on disease and aging are investigated.

MALA 70733 Science, Scientists and Society. Science, Scientists and Society is a cross-disciplinary course in the natural sciences. It will acquaint you with the workings of science and scientists by examining recurring themes and selected episodes of science. We will consider the nature of the scientific enterprise and how science differs from or is similar to other areas of human endeavor, such as art, religion, philosophy, economics, etc. After taking this course you will have a better understanding of science and how it works and of the complex relationship between science and the intellectual, cultural and social milieu in which it is practiced. You will learn the nature of scientific explanation and the limits of scientific understanding.

MALA 70743 Creative Writing: Advanced Poetry Writing. This is an advanced poetry writing workshop that focuses primarily on the students' own work. Special attention is paid to invention, point-of-view, voice, form, metaphor, and dramatic development. Students and instructor discuss student work in the context of principles that emerge through short lecture and the study of exemplary historical and contemporary models.

MALA 70753 Poetry and Contemporary American Culture. This course focuses on the major developments in American poetry from 1945 to the present to address these central questions: How well does poetry address the needs, concerns, and anxieties of contemporary American culture? Have international crises, domestic political and cultural shifts, and the proliferation of electronic media rendered poetry obsolete, or does poetry still hold particular promise in terms of its ability to shore crumbling values or, better, to envision a new ethics, one more responsive to the complexity of our times?

MALA 70763 Geopolitics and World Communications. The study of global communications in the context of world politics. Overview of world mass media characteristics, impact of British colonialism, role of the United Nations, the New World Information Order, ownership of communication technology, issues in monopoly of knowledge, analysis of information flow and world economy and role of image-makers.

MALA 70773 History of Media Sex and Violence. This course examines the history of sex and violence in film and on television. topics that may be covered include efforts to regulate or restrict film and television program content, how formerly taboo topics relating to sex and violence have been presented in film or on television, how media companies attempt to profit by presenting sex and violence in film and on television, what the manner in which sex and violence are presented in film and on television tell us about the society of the time, and how the First Amendment limits government regulation of film and television content.

MALA 70813 The Cold War at Home and Abroad. From the end of the Second World War in 1945 until the collapse of the Soviet Union forty-five years later, the Cold War dominated the domestic and foreign affairs of the United States. This course examines the origins of the Cold War and some of the consequences, including the development and application of the containment policy, McCarthyism, the wars in Korea and Vietnam, various other interventions, the debates over diplomatic issues, and the various strategies employed by different presidential administrations. Students will have a chance to do some reading on these subjects and to discuss them. Also they will view episodes from CNN's production, "The Cold War". The requirements consist of short weekly papers based on the readings and also a kind of term project, a five-seven page critique of John Lewis Gaddis' book, *We Now Know*. The others readings are T.G. Paterson and J.G. Clifford, *America Ascendant: U.S. Foreign Relations since 1939* and R.J. McMahon and T.G. Paterson, *The Origins of the Cold War*, 4th ed.

MALA 70843 The Ethics of Communication. An examination of contrasting models and standards of communication ethics. Students apply these perspectives to specific situations in politics, advertising, interpersonal communication and writing.

MALA 70873 Garage Sale History. The course explores 20th century American culture through examining the ordinary objects of our lives, from A-1 Sauce to Zippo lighters, studying how, when, and why ordinary objects rise from the culture and in turn, give shape and character to both culture and personal identity.

MALA 70903 Preparing for the Challenges of the Twenty-first Century. The last two decades of the 20th century ushered in tumultuous changes in the economic, social, and political landscape. These transformations would have an indelible impact on the emerging society of the 21st century. This course is designed to provide a forum for analysis and discussion of some of the most significant issues of global politics in the new Millennium. While the attempt is to dissect these issues primarily on their own terms, we also discuss the challenges they pose to the United States and the global community.

MALA 70923 Islam and Politics in the Middle East. Since there is no separation between state and church in Islam, no study of the Muslim World is complete without analyzing the pervasive role of Islam in cultural and political life. The course, however, does not concentrate on Islamic theology; rather, the focus is on politics of Islam and how it molds political discourse and agenda. After the study of origins and historical development of Islamic political theory, the focus would shift to explaining the use of post-World War II Islamic revival. In this connection, the problematics of democratization in the Muslim world and the prospects for Islamic governments are discussed.

MALA 70933 Food and Philosophy. Philosophical examinations of moral, aesthetic, ontological, and epistemological issues concerning food are topics studied and discussed in this course. Such issues as vegetarianism; ethical issues regarding food additives, food politics and feminism; food as art; food as a metaphor of life; cultures (e.g., Mayan and Japanese) characterized by their cuisine; and recipes as a model of justified rational procedures are covered during the semester. One of the key concepts developed to handle these issues effectively is foodmaking as a thoughtful practice, where "practice" is understood by the American pragmatists, Peirce and Dewey.

MALA 70943 Ancient Mysteries: Real and Imagined. In addition to providing an overview of Ancient Mediterranean and Near Eastern History from the Paleolithic age to the fall of Rome, this course explores in some detail various controversial topics that have generated popular interest and often engendered misinformation. These topics are analyzed in a scholarly manner in order to solve the "mystery" or expose common mis-perceptions and pseudo-scholarship. Typical topics include the following: the fall of Rome, the historical Jesus, other Biblical topics, the pyramids, the Neanderthal problem, and the search for the Trojan War.

MALA 70953 Mayan Ritual and Drama: Pre-Hispanic Times to the Present. This course will examine the frequently intertwined traditions of ritual and drama among Mayan peoples of Southern Mexico and Central America, from pre-Hispanic times to the present. The course will combine a historical perspective beginning with pre-Columbian documents and Spanish colonial chronicles. Twentieth-century manifestations will be particularly highlighted, based on the instructor's first-hand research; special emphasis will be given to the work of performance groups based in Yucatan and Chiapas, Mexico. Extensive video material will complement textual analyses.

MALA 70973 Law and Society. The examination of the relationship between legal institutions and social processes. Course readings and discussion will focus on the social and political nature of law; the creation and organization of law in modern societies; social functions of law; the limits of law as an instrument of social change; the legislation of morality; democracy, individualism and law; criminal behavior and individual rights; and the use of scientific information in law.

MALA 70983 Indigenous People of the Andes. A study of the indigenous inhabitants of the Andes, especially Peru and Bolivia, through archaeological and ethnographic data. Focus is on the development of agriculture and early population centers, particularly the Incas. The course ends with a study of contemporary Quechua and Aymara peoples, and discussion of current political and economic issues.

MALA 70993 Critical Issues in Criminal Justice. The major controversies that exist in law and criminal justice today are discussed with emphasis on the development of critical thought concerning these issues. Both empirical evidence and grounded theory is discussed in such a manner as to help the student formulate thoughtful opinion concerning the selected topics. Topics include but are not limited to: The Death Penalty, Gun Control, The Insanity Defense, Drug Legalization, Prison Privatization, Drunk Driving Laws, Myths of Organized Crime, Crime and the Media, Fetal Endangerment Statutes, and The Jury System.

MALA 71393 Religion and Violence. This course explores the highly ambiguous relationship between religion and violence. It provides an overview of situations in the world today that are examples of this ambiguous relationship. Ethical teachings regarding violence in Judaism, Christianity, and Islam are examined. Students are exposed to authors who seek to comprehend violent behavior using explanatory theories. Responses to 9/11/2001 written by a Jew, a Christian, and a Muslim are encountered. The goal is to allow students in the course to develop an understanding of various dimensions (ethical, social, psychological, political, and theological) of the relationship between religion and violence.

MALA 71733 Science, Scientists and Society. Science, Scientists and Society is a cross-disciplinary course in the natural sciences. It will acquaint you with the workings of science and scientists by examining recurring themes and selected episodes of science. We will consider the nature of the scientific enterprise and how science differs from or is similar to other areas of human endeavor, such as art, religion, philosophy, economics, etc. After taking this course you will have a better understanding of science and how it works and of the complex relationship between science and the intellectual, cultural and social milieu in which it is practiced. You will learn the nature of scientific explanation and the limits of scientific understanding.

MALA 71813 The Cold War at Home and Abroad. From the end of the Second World War in 1945 until the collapse of the Soviet Union forty-five years later, the Cold War dominated the domestic and foreign affairs of the United States. This course examines the origins of the Cold War and some of the consequences, including the development and application of the containment policy, McCarthyism, the wars in Korea and Vietnam, various other interventions, the debates over diplomatic issues, and the various strategies employed by different presidential administrations. Students will have a chance to do some reading on these subjects and to discuss them. Also they will view episodes from CNN's production, "The Cold War". The requirements consist of short weekly papers based on the readings and also a kind of term project, a five-seven page critique of John Lewis Gaddis' book, *We Now Know*. The others readings are T.G. Paterson and J.G. Clifford, *America Ascendant: U.S. Foreign Relations since 1939* and R.J. McMahon and T.G. Paterson, *The Origins of the Cold War*, 4th ed.

MALA 71843 The Ethics of Communication. An examination of contrasting models and standards of communication ethics. Students apply these perspectives to specific situations in politics, advertising, interpersonal communication and writing.

MALA 71903 Preparing for the Challenges of the Twenty-first Century. The last two decades of the 20th century ushered in tumultuous changes in the economic, social, and political landscape. These transformations would have an indelible impact on the emerging society of the 21st century. This course is designed to provide a forum for analysis and discussion of some of the most significant issues of global politics in the new Millennium. While the attempt is to dissect these issues primarily on their own terms, we also discuss the challenges they pose to the United States and the global community.

MALA 71943 Ancient Mysteries: Real and Imagined. In addition to providing an overview of Ancient Mediterranean and Near Eastern History from the Paleolithic age to the fall of Rome, this course explores in some detail various controversial topics that have generated popular interest and often engendered misinformation. These topics are analyzed in a scholarly manner in order to solve the "mystery" or expose common mis-perceptions and pseudo-scholarship. Typical topics include the following: the fall of Rome, the historical Jesus, other Biblical topics, the pyramids, the Neanderthal problem, and the search for the Trojan War.

MALA 71973 Law and Society. The examination of the relationship between legal institutions and social processes. Course readings and discussion will focus on the social and political nature of law; the creation and organization of law in modern societies; social functions of law; the limits of law as an instrument of social change; the legislation of morality; democracy, individualism and law; criminal behavior and individual rights; and the use of scientific information in law.

Women's Studies

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Overview

A certificate in Women's Studies is available on the M.A. and Ph.D. degrees in English, History, Art History, Biblical Interpretation and Pastoral Theology and Pastoral Care. The certificate recognizes a student's intensive investigation of issues in Women's Studies in the context of her or his regular disciplinary graduate work.

Admission Requirements

A student must be enrolled in an M.A. or Ph.D. program in the above disciplines to participate. Application for admission to the Certificate program should be made in writing to the Director of Women's Studies.

Requirements

Completion of the Certificate requires 12 hours (4 courses), including WOST 60003 Graduate Colloquium in Feminist Theories and Methodologies. The other 9 hours may be taken in one or more of the following ways:

-- Selected from pre-approved WOST-designated graduate courses in the student's field of study or in another department (with approval from the Director of Graduate Studies in the student's major field)

-- As independent study, with approval from the Director of Women's Studies and the Director of Graduate Studies in the student's major field

-- Through a course that is not WOST-designated, but that includes a substantial feminist/gender component. The student's individual research in such a course will be directed towards these issues. By approval of the Director of Women's Studies Interdisciplinary work is encouraged in the Certificate program.

Courses of Instruction

WOST 60003 Colloquium on Feminist Theory. This course aims to provide graduate students with a thorough grounding in the basics of feminist theory since the early modern period. We will cover the major themes of education, biological determinism vs. social constructivism, feminist analysis, psychoanalysis, and language theory, as well as other approaches specific to disciplinary background (visual, historical, literary analysis).

WOST 90003 Graduate Colloquium on Feminist Methodology and Theory. This is the required course in the Women's Studies Certificate program. It is open to Ph.D. and Th.M. students and others on a case-by-case basis. It aims to give graduate students from a variety of disciplines a thorough grounding in the basics of feminist theory and methodology since the early modern period.

The Neeley Advantage

Overview

The Neeley Advantage

Personalized Environment. Small class sizes and a dedicated, accessible faculty enable students to fulfill their individual education needs.

Unique Applied Learning Opportunities. Neeley School students put business theory into practice throughout the curriculum and through several innovative programs:

Educational Investment Fund, one of the largest student-run investment portfolios in the nation, manage over \$1.5 million. Through Neeley & Associates Consultants, teams of students are hired as consultants by organizations to solve their business problems.

Neeley & Associates Consultants is unique in its combining: (1) a curriculum delivered by Neeley faculty and staff who have been consultants and/or currently have consulting practices; (2) external consultants from global and boutique consulting firms who meet with the student teams to critique and offer feedback on each team's plan of action and final report; (3) a designated faculty expert available to each team who provides subject matter assistance to the team; and (4) other MBA students serving as coaches, who have previously been a Neeley & Associate consultant.

In the last two years, Neeley & Associates Consultants worked on marketing, operations, financial analysis and strategy projects for organizations such as Half Price Books, Sony Electronics, DFW International Airport, Midmark, PSS World Medical, The Davey O'Brien Foundation, The Amon Carter Museum, Bell Helicopter, Lockheed Martin, The Alternative Board (TAB), Day Resource Center, University of North Texas Health Science Center, Sabre Travel Network, Calloway's Nursery and Rassai Interactive Solutions.

The N&A consultants' work with these clients involved engagements in the areas of: international book distribution, electronics' sales channels analysis, air passenger new amenities and new services viability, healthcare product manufacturing and distribution, sports marketing, nonprofit management and strategic planning process, international dealership marketing channel, leadership development selection processes, competitor analyses, new product acceptance rate, nursery operations and Internet business modeling.

The highly successful *Summer Internship Program* provides opportunities for professional level experience in a broad range of industries.

Professional Development Program. The PDP focuses on development programs of "soft skills" needed to succeed in today's business environment. These skills will include self-understanding, working with other people to develop meaningful solutions to problems, and leading other people. Competencies on which this program focuses will be identified and updated by key employers of our MBA students and graduates.

Ties to Industry. Our close ties to the business community enrich the student experience in the Neeley School. Industry leaders provide input on the knowledge and skills that will give our graduates a competitive edge. The Neeley Speaker Series, sponsored by PriceWaterhouse Coopers, provides MBA students the opportunities to hear, in an informal setting, industry leaders speak about their careers and what is happening in their industries. After the presentation, there is an open forum with the speaker, in which students have the opportunity to query the executive on any matter. Following the question and answer segment, six MBA students have the opportunity to have a relaxed dinner with the guest speaker and a Partner from PriceWaterhouse Coopers at the Colonial Country Club.

In the past two years, the Neeley Speaker Series included senior executives from The Alternate Board, Perot Systems, NBC/General Electric, FUNimation, Metatropia Institute, PepsiCo, American Airlines, Shakey's Pizza, Critical Technologies and Sabre. In 2008-09, speakers currently confirmed include the Former Chairman of the Board of Governors of the Certified Financial Planner Board of Standards.

Starting in fall 2008, the MBA Program will be launching Neeley Confidential, an intimate and confidential forum where a small group of 2nd Year Full-time MBA students interact with host P.D. Shabay, recently retired Textron Bell executive, and his invited C-level executive guest. Discussion will focus on business topics and personal perspectives with respect to current business topics. MBA students will gain a unique perspective and understanding of the issues addressed by corporate leaders from the vantage point of those leaders. Likewise, the business leaders will also examine and challenge the thinking and thought processes of the MBA students.

For the second consecutive year, in March 2009 Sony Electronics will sponsor a national sales and marketing business case competition. In 2008 full-time MBA candidates from 19 outstanding business schools - including Harvard, Chicago, Emory, Berkeley and Michigan - gave senior Sony executives their analysis regarding the electronic book reader market, and specific sales and marketing recommendations to strengthen Sony's position in that market space.

Neeley Entrepreneurship Center. The Neeley Entrepreneurship Center offers programs in entrepreneurship for the external community, provides resources that enhance education in entrepreneurship, and supports research in entrepreneurship. The center supports Neeley School students by providing mentoring and internships, sponsoring the Collegiate Entrepreneurs Organization (CEO!) Club and the Students in Free Enterprise (SIFE) organization. The Neeley School has been recognized by *Entrepreneur* Magazine as being in the 2nd tier of U.S. Schools (#13 to

#26) and has been the recipient of the 2003 NASDAQ Center for Entrepreneurial Excellence Award.

Luther King Capital Management Center for Financial Studies. The Luther King Capital Management Center for Financial Studies promotes excellence in financial education by enhancing the quality, prestige, and national visibility of finance programs in the Neeley School of Business at TCU. The Finance Center pursues these goals by: (1) providing resources to support a faculty research environment and scholarly activities in finance that are competitive with the very best universities. (2) reaching out to industry for advice and resources for finance programs and employment opportunities for Neeley School students. (3) sponsoring seminars, awards and other activities that enhance the national reputation of finance programs at TCU. (4) attracting top students into the finance programs at TCU.

Supply and Value Chain Center. The Neeley Supply and Value Chain Center (SVCC) focuses on developing future supply chain leaders with integrative skills and a global perspective; exchanging ideas and best practices between business partners, faculty, and supply chain experts; and sponsoring leading-edge research to advance supply chain practices that deliver exceptional business results. Center activities include an annual Global Supply Chain Conference, Executive Forums, Executive Education, and numerous student activities that provide exposure to supply and value chain management. The SVCC offers a Certificate in Supply and Value Chain Management at the graduate level. In short, the Center builds connections between students, faculty and business partners to give students a real-world perspective and valuable business connections.

Neeley School Professional graduate degrees: The Master of Business Administration (MBA), The Master of Accounting (MAC), The Master of International Management (MIM/MMNI)

Neeley School Dual-degree MBA programs: MBA/Ed.D. in Educational Leadership and MBA/Ph.D. in Physics.

The Neeley School is fully accredited by the AACSB-International Association for Management Education and is a member of the Graduate Management Admissions Council (GMAC).

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MBA Programs

The Master of Business Administration (MBA) degree at TCU is a professional degree designed to provide graduates with the broad business background necessary for a career in management. The emphasis is on the most current concepts, processes and analytical methods of business administration.

Because managers seldom face problems that fit neatly into a single functional area, such as finance or marketing, the Neeley School has designed an MBA curriculum with a strategic, integrated perspective of business. Required courses cover business principles-finance, marketing, operations, business strategy, ethics, accounting, management and information systems. Electives allow for more detailed study in one or more areas. This broad curriculum fosters strategic, managerial thinking and provides our graduates with career flexibility.

The Neeley School recognizes that it takes more than technical expertise to succeed in today's dynamic business environment. Through the combined efforts of our faculty and corporate partners, we have developed a curriculum that integrates sound business fundamentals with multiple opportunities to round out the academic experience. Communication skills, leadership, team-building, technology and hands-on learning are equally emphasized at the Neeley School-both inside and outside of the classroom. Classroom instruction is tied to the business world through guest presentations by visiting executives and corporate-based field projects. Hands-on application, team problem-solving, case study and lecture teaching formats are all used by faculty. The environment is highly interactive and team-oriented.

Neeley MBA Program Options

- Full-Time Program
 - Program Length: Two Years
 - Professional Evening Program
 - Program Length: Twenty-four to Thirty-three Months
 - Accelerated MBA Program
 - Program Length: Twelve Months
 - Executive MBA Program
 - Program Length: Sixteen Months

Applicants must designate at the time of application which program of study they are seeking. Admission to one program is not necessarily valid for the other. Students will not be allowed to switch programs except under extraordinary circumstances.

Full-Time MBA Program

The Full-Time Program must be completed within two academic years in a prescribed sequence. Any variance from this sequence must be preapproved by the Associate Dean of Graduate Programs. If such preapproval is not obtained and a break in the sequence occurs, the student is subject to dismissal.

A total of 54 credit hours is required in this program.

ACCT 60010 Financial Reporting (1.5 credit hours)
 ACCT 60020 Accounting for Managerial Planning & Control (1.5 credit hours)
 FINA 60003 Economic Environment of Business (3 credit hours)
 FINA 60013 Management of Financial Resources (3 credit hours)
 INSC 60010 Statistical Models (1.5 credit hours)
 INSC 60023 Manufacturing and Services Operations Management (3 credit hours)
 INSC 60040 Manufacturing Information Technology (1.5 credit hours)
 INSC 60600 Supply Chain Concepts (1.5 credit hours)
 MANA 60023 Legal and Social Environment of Business (3 credit hours)
 MANA 60033 Managing People (3 credit hours)
 MANA 60063 Strategic Management in a Global Environment (3 credit hours)
 MANA 60640 Business Ethics (1.5 credit hours)
 MARK 60013 Market Driven Strategy (3 credit hours)
 Electives (24 Credit hours)

*Students must also complete an approved concentration in their elective credit hours. The Director of Graduate Programs Administration of the MBA Program will maintain lists of approved concentrations and the requirements for each.

Professional MBA (Evening) Program

A total of 48 credit hours is required in this program.

ACCT 60010 Financial Reporting (1.5 credit hours)
 ACCT 60020 Accounting for Managerial Planning & Control (1.5 credit hours)
 BUSI 60070 Business Simulation (1.5 credit hours)
 BUSI 66100 Career Management and Professional Development (1.5 credit hours)
 FINA 60003 Economic Environment of Business (3 credit hours)
 FINA 60013 Management of Financial Resources (3 credit hours)
 INSC 60013 Data Analysis for Managerial Decisions (3 credit hours)
 INSC 60023 Manufacturing and Services Operations Management (3 credit hours)
 INSC 60040 Managing Information Technology (1.5 credit hours)
 INSC 60600 Supply Chain Concepts (1.5 credit hours)
 MANA 60023 Legal and Social Environment of Business (3 credit hours)
 MANA 60033 Managing People (3 credit hours)
 MANA 60063 Strategic Management in a Global Environment (3 credit hours)
 MANA 60640 Business Ethics (1.5 credit hours)
 MARK 60013 Market Driven Strategy (3 credit hours)
 Electives: 13.5 credit hours

Accelerated MBA Program

The Accelerated MBA Program is a 12-month, full-time option designed for individuals with significant professional experience and a distinguished academic background in business. The accelerated MBA Program is designed to build upon the business foundation and experience of these individuals

Organization of the Program

Students in the Accelerated MBA Program will pursue a fast-paced, individually tailored curriculum that compliments their own unique business background. The curriculum will include a subset of the courses offered in TCU's traditional MBA Program, carefully selected in cooperation with the Director of Graduate Programs Administration and based on the student's professional and academic credentials. It is comprised of 36 credit hours of graduate-level business courses: 18 to 24 credit hours of graduate business electives and 12 to 18 credit hours selected from the following MBA core classes: ACCT 60010, ACCT 60020, FINA 60003, FINA 60013, INSC 60010, INSC 60023, INSC 60040, INSC 60600, MANA 60063, MANA 60033, MANA 60640 AND MARK 60013. Students must include MANA 60460, Business Ethics, in their selection of core courses. The 36 semester hours are completed over the course of three consecutive semesters.

Like the traditional program, the objective of the Accelerated MBA Program is to provide graduates with the strategic, integrated perspective of business needed to support managerial decision making and provide career flexibility.

Students in the Accelerated MBA Program will benefit from many of the features of the traditional program. The program integrates sound business fundamentals with multiple opportunities to round out that experience. Communication skills, leadership, team building, technology and experiential learning are emphasized throughout the program. The learning environment is highly interactive and team-oriented.

Prior Educational and Professional Background

The Accelerated MBA Program is available to individuals with professional experience and a distinguished academic background in business, as evidenced by:

- Completion of the Bachelor of Business Administration (BBA) degree or equivalent with a strong academic record.
- Minimum of three years of post-graduate professional work, or military experience.

Executive MBA Program

The Executive MBA Program is a 16 - month, 47 credit hour program designed for experienced executives and managers who wish to further develop their leadership skills and business knowledge in order to advance their careers. Students are usually employees in managerial and executive positions in organizations in the Fort Worth area. Faculty instructors facilitate class discussions that translate academic research and knowledge into business operations. These discussions capitalize on the extensive business experience of students through case analyses, applied research projects, company presentations, and company data analyses. Leadership skill development is accomplished through classes, self-assessments, 360 survey results, executive coaches, and personal leadership development plans. Course content is across all functional areas of business operations and emphasizes how to collect and use both quantitative and qualitative data for decision making. Classes meet all day Friday and Saturday on alternating weekends.

ACCT 65013 Financial Reporting and Analysis

ACCT 65023 Accounting for Managerial Planning and Control
 BUSI 75973 The Global Environment of Business
 FINA 65013 Management of Financial Resources
 FINA 75543 Advanced Financial Management
 INSC 65013 Statistics for Managerial Decisions
 MANA 65003 Business Strategy and Structure
 MANA 65023 Legal and Social Environment of Business
 MANA 75613 Negotiations
 MANA 75970 Entrepreneurship
 MARK 65013 Advanced Marketing Management

In addition, students will be required to complete an additional 13 hours of approved graduate business courses.

Full-Time MBA Requirements

Students admitted to the MBA program must complete three pre-enrollment requirements prior to registering for their first semester of graduate study. These requirements are:

1. Mathematical Skills Prerequisite

Entering students are expected to have an understanding of **basic** mathematics, i.e., basic algebraic operations, relations and functions, exponents, logarithms, sets and functions, linear equations, differentiation, integration, slope, and extrema. This requirement is ordinarily satisfied by one of the following:

- Satisfactory (i.e., with a grade of "**C**" or **better**) completion of a three-hour course **in Introductory Applied Calculus or College Algebra or Mathematics with Emphasis on Business Applications**; or
- A score corresponding to or better than the 80th percentile on the quantitative portion of the GMAT test; **or**
- **Satisfactory evidence of mathematical competence** through a combination of courses taken in mathematics, statistics, or economics prior to entering the program, **and/or** a make-up course that may be taken during the first semester of the Neeley School MBA Program. [**For specific details, please contact the Neeley Graduate Programs Office.**]

2. Accounting Skills Prerequisite

Entering students are expected to complete an online accounting course prior to START workshop. Information on enrolling in this course is provided by the MBA Admissions Department upon your decision to enroll in the MBA program.

3. START Workshop

START workshop is held on campus the week before fall classes begin. During this workshop students will receive instruction in teamwork and leadership; an orientation to the campus and the degree program; self-assessment exercises for purposes of leadership and career development; and meeting their cohort group in the program.

Professional Development Program

The Professional Development Program (PDP) focuses on development of "soft skills," such as leadership, teamwork, career management, and professional communication. The program makes extensive use of assessment tools and individual coaching to develop these skills which make MBAs more employable and more promotable in today's organizations.

The Integrative Project-Business Simulation

To provide an applied learning experience that will allow students to make sound, strategic business decisions, students are involved in an Integrative Project-Business Simulation. At the end of the first semester, the Integrative Project-Business Simulation requires student teams to tackle a complex computer simulation of a realistic business situation and to draw on what has been learned to date and then present their creative solutions to a panel of business professors. Teams of students make decisions involving a diverse set of business functions and activities. Professional/Evening MBA students are required to take the Business Simulation course (BUSI 60070) which is taught at the end of the core courses, requiring students to apply what they have learned to make their decisions.

Professional Program Requirements

Students admitted to the PMBA program must complete three pre-enrollment requirements prior to registering for their first semester of

graduate study. These requirements are:

1. **Mathematical Skills Prerequisite**

Entering students are expected to have an understanding of **basic** mathematics, i.e., basic algebraic operations, relations and functions, exponents, logarithms, sets and functions, linear equations, differentiation, integration, slope, and extrema. This requirement is ordinarily satisfied by one of the following:

- Satisfactory (i.e., with a grade of "**C**" or **better**) completion of a three-hour course in **Introductory Applied Calculus** or **College Algebra** or **Mathematics with Emphasis on Business Applications**; or
- A score corresponding to or better than the 80th percentile on the quantitative portion of the GMAT test; **or**
- **Satisfactory evidence of mathematical competence** through a combination of courses taken in mathematics, statistics, or economics prior to entering the program, **and/or** a make-up course that may be taken during the first semester of the Neeley School MBA Program. [**For specific details, please contact the Neeley Graduate Programs Office.**]

2. **Accounting Skills Prerequisite**

Entering students are expected to complete an online accounting course prior to START workshop. Information on enrolling in this course is provided by the MBA Admissions Department upon your decision to enroll in the MBA program.

3. **START Workshop**

START workshop is held on campus the week before fall classes begin. During this workshop students will receive instruction in teamwork and leadership; an orientation to the campus and the degree program; self-assessment exercises for purposes of leadership and career development; and meeting their cohort group in the program.

Career Management and Professional Development (BUSI 66100)

The START Workshop is the beginning of this course. This course focuses on the "soft skills" needed to succeed in today's business environment. These skills include self-understanding, working with other people to develop meaningful solutions to problems, and leading other people. Competencies on which this program focuses are identified and updated by key employers of our MBA students and graduates. This course will normally be completed in the second semester of the program.

The START Workshop, Professional Development Program, and other activities are required components of the BUSI 66100 Career Management and Professional Development core course. Students begin completing these components upon entry into the program, but they enroll in the course during their second semester.

Business Simulation (BUSI 60070)

After completing all required courses, students will participate in a complex computer simulation of a realistic business situation. Teams of students make decisions involving a diverse set of business functions and developing an overall business strategy for their firm. This course also builds on the competencies on which BUSI 66100 is designed to develop.

Master of Accounting (MAc)

The MAc program is designed for students planning on professional careers in accounting. It complements the educational experience of the BBA accounting major by providing the additional accounting and business knowledge needed by successful public accounting practitioners. Students who complete the MAc Program are well prepared to handle the subject matter covered in the Uniform CPA Exam. The MAc seeks to provide a solid foundation for entry into the public accounting profession by helping students develop the abilities to:

- enhance their knowledge of business and accounting and apply it to give valuable services to clients,
- communicate clearly and effectively to clients and each other both orally and in writing,
- work effectively in groups,
- use information technology effectively and deal with technological developments,
- continue to learn with a commitment to lifelong learning and continuing

professional development.

Organization of the MAC Program

The program is comprised of 30 semester hours of graduate-level classes: 18 semester hours of required classes and 12 semester hours of graduate business elective courses. Students are expected to complete the program in one year.

Prior Educational Background

Students must complete a four-year undergraduate degree and have completed 24 semester hours of accounting before entering the MAC program. Students who have not completed the TCU BBA accounting major must provide evidence that they have completed a comparable program. Students with deficiencies in their educational backgrounds may be admitted to the MAC program but will be required to remedy these deficiencies and complete all requirements for the MAC before the degree will be awarded.

Fall Semester

ACCT 70003 Business Law for Accounting Professionals (3 credit hours)
 ACCT 70273 Auditing (3 credit hours)
 ACCT 70303 Advanced Federal Taxation (3 credit hours)
 ACCT 70460 Ethics for Accounting (1.5 credit hours)
 MANA 60460 Business Ethics (1.5 credit hours)
 Electives (3 credit hours)

Spring Semester

ACCT 70053 Contemporary Accounting Issues (3 credit hours)
 ACCT 70153 Financial Statement Analysis (3 credit hours)
 Electives (9 credit hours)
Graduate business electives are selected in consultation with the MAC Program Director.

Master of International Management Program (MIM) with Universidad de las Americas

This is a dual degree with TCU's partner university in Mexico, the Universidad de las Américas (UDLA). The mission of the program is to prepare students for careers in international business. The program's unique two-university and two-country setting is particularly relevant to U.S. students who are interested in doing business in Latin America and to students from Mexico who want to do business in the U. S. Upon completion of the program, students receive the Master of International Management (MIM) from TCU and the Maestría en Marketing y Negocios Internacionales (MMNI) from UDLA. The MIM requires 40 credit hours with 20 credits to be taken at TCU and the equivalent of 20 credits to be taken at UDLA. Only students pursuing the dual MIM and MMNI degree program at both TCU and UDLA are eligible for admission.

Admission decisions for the MIM program are made by the Neeley School but are contingent upon admission to the MMNI program by UDLA. Students entering the program must be proficient in English and Spanish. Other admissions requirements for the MIM are presented in the section on admissions.

Program of Study

Curriculum components will be completed at both TCU and at UDLA, with 20 semester hours being completed at TCU and the equivalent of 20 semester hours at UDLA. For coursework taken at UDLA, the instructors must have academic credentials for which TCU can provide AACSB justification as the UDLA coursework will be transferred to TCU for the completion of the MIM program.

Students must submit a plan of study approved by the Director of Graduate Programs Administration and endorsed by the Associate Dean for Graduate Programs and their UDLA counterparts. Approval will be based on coordination of coursework required for UDLA's MMNI curriculum, the student's career interests, and remediation of deficiencies in the student's undergraduate background. Students take the bulk of their coursework from existing MBA elective courses. Where there is a weakness in a student's background, core courses may be included. Students are required to complete an internship for two credits. For students entering through TCU (all U.S. students and students from countries other than in Latin America), internships will be completed in Mexico. Conversely, for students entering through UDLA, the internships will be completed in the U.S. through enrollment in BUSI 77702 International Internship. In the event that an internship cannot be obtained, other coursework can be substituted for the requirement.

Students entering the program with a bachelor's degree in business will take a series of MBA core and elective courses to be taken at TCU and UDLA that are consistent with their international business interests. For example, those who are interested in supply chain management would be expected to take several of the supply chain electives that are offered at TCU while focusing more on core courses at UDLA.

Students who have bachelor's degree in other academic areas may enter the dual

degree program, but must have satisfactory undergraduate or graduate coursework in all of the core areas required by AACSB. These core areas are commonly defined as accounting (both financial and managerial or cost), economics, ethics, finance, law, management (organizational behavior or managing people), management information systems, marketing, production operations, statistics, and strategy. Such core coursework can be demonstrated with courses taken during their prior undergraduate (or graduate) programs, such as in economics or law, or as core courses at either TCU or UDLA as a part of the 40 hours required for the degree. For such students, fewer electives can be taken as the bulk of the program will consist of core courses.

Master of International Management Program (MIM) with Universidad Mayor

This is a dual degree with TCU's partner university in Chile, Universidad Mayor in Santiago. The mission of the program is to prepare students for careers in international business. The program's unique two-university and two-country setting is particularly relevant to U.S. students who are interested in doing business in Latin America and students from Chile who want to do business in the U.S. Upon completion of the program, students receive the Master of International Management (MIM) from TCU and the Masters of Business Administration degree from Mayor. The MIM requires 40 credit hours with 20 credits to be taken at TCU and the equivalent of 20 credits to be taken at Mayor. Only students pursuing the dual MIM and MBA degree program at both TCU and Mayor are eligible for admission.

Admission decisions for the MIM program are made by the Neeley School but are contingent upon admission to the MBA program by Mayor. Students entering the program must be proficient in English and Spanish. Other admissions requirements for the MIM are presented in the section on admissions.

Program of Study

Curriculum components will be completed at both TCU and at Mayor, with 20 semester hours being completed at TCU and the equivalent of 20 semester hours at Mayor. For coursework taken at Mayor, the instructors must have academic credentials for which TCU can provide AACSB justification as the Mayor coursework will be transferred to TCU for the completion of the MIM.

Students must submit a plan of study approved by the Director of Graduate Programs Administration and endorsed by the Associate Dean for Graduate Programs. Approval will be based on coordination of coursework required for Mayor's curriculum, the student's career interests, and remediation of deficiencies in the student's undergraduate background. It is conceivable that such a plan of study might also include EMBA courses. For students entering through TCU (all U.S. students and students from countries other than in Latin America), internships will be completed in Chile. Conversely, for students entering through Mayor, the internships will be completed in the U.S. through enrollment in BUSI 77702 International Internship. In the event that an internship cannot be obtained other coursework can be substituted for the requirement.

Students entering the program with a bachelor's degree in business will take a series of MBA core and elective courses to be taken at TCU and Mayor that are consistent with their international business interests. For example, those who are interested in supply chain management would be expected to take several of the supply chain electives that are offered at TCU while focusing more on core courses at Mayor.

Students who have bachelor's degree in other academic areas may enter the dual degree program, but must have satisfactory undergraduate or graduate coursework in all of the core areas required by AACSB. These core areas are commonly defined as accounting (both financial and managerial or cost), economics, ethics, finance, law, management (organizational behavior or managing people), management information systems, marketing, production operations, statistics, and strategy. Such core coursework can be demonstrated with courses taken during their prior undergraduate (or graduate) programs, such as in economics or law, or as core courses at either TCU or Mayor as a part of the 40 hours required for the degree. For such students, fewer electives can be taken as the bulk of the program will consist of core courses.

In some instances, when a TCU faculty member teaches in the Mayor EMBA program, Mayor students would be allowed to take the course in Chile and apply it toward the TCU MIM component of the program in a TCU 70970 enrollment. However, there is no commitment on the part of the Neeley School that any courses will be taught in Chile by TCU faculty members. (Students entering the program through Mayor would be limited to 9 hours that could be applied in this manner to the MIM degree offered by TCU and such courses would not receive double credit in both the TCU MIM and Mayor MBA degrees.)

For the MBA component of the degree offered by Mayor (an EMBA program), students would take MBA core and elective courses equivalent to 18 semester hours of credit as well as a 240 hour internship in Chile equivalent to 2 semester hours of credit for a total of the equivalent of 20 semester credits. Because the courses are offered at Mayor in an EMBA format (Fridays and Saturdays, on every other weekend), students could work in their internships concurrently with their

regular classes. With the current method of converting Mayor credits into TCU credits, students would need to complete 8 courses at Mayor plus the internship.

Dual-Degree MBA Programs

MBA/Ed.D in Educational Leadership

The purpose of this program is to prepare students to assume major leadership positions in a wide variety of education-related organizations by applying managerial skills and educational leadership in the field of education. The program is designed to prepare students to enter educational management in school systems, regional, state, or federal governments, research institutions, private foundations, or private sector companies.

Admission and Degree Requirements

Candidates must be initially admitted to TCU's MBA program. They also must meet all core requirements as well as the START Workshop and the Professional Development Program. At the completion of the first year of the MBA program, and a summer of coursework in educational administration, students will apply for candidacy in the education leadership doctoral program. Admission will depend on their performance in both MBA and education courses at that point. In the event a student elects to complete the MBA without continuing into the doctoral program, he or she must meet all remaining requirements for the MBA (i.e., elective units in the School of Business). If a student's work is unsatisfactory in MBA courses, and they are not permitted to continue, he or she may not be admitted into the doctoral program.

Throughout the program, students must maintain a B average. At the completion of coursework, students will take written and oral comprehensives before proceeding into the dissertation stage.

Full-Time Curriculum:

ACCT 60010 Financial Reporting (1.5 credit hours)
 ACCT 60020 Accounting for Managerial Planning and Control (1.5 credit hours)
 FINA 60003 Economic Environment of Business (3 credit hours)
 FINA 60013 Management of Financial Resources (3 credit hours)
 INSC 60010 Statistical Models (1.5 credit hours)
 INSC 60023 Manufacturing and Services Operations Management (3 credit hours)
 INSC 60040 Managing Information Technology (1.5 credit hours)
 INSC 60600 Supply Chain Concepts (1.5 credit hours)
 MANA 60023 Legal and Social Environment of Business (3 credit hours)
 MANA 60033 Managing People (3 credit hours)
 MANA 60063 Strategic Management in a Global Environment (3 credit hours)
 MANA 60640 Business Ethics (1.5 credit hours)
 MARK 60013 Market-Driven Strategy (3 credit hours)
 Electives (6 credit hours)

EDUC 60810 Seminar in Educational Research (3 credit hours)
 EDAD 70001 Doctoral Pro-Seminar (2 credit hours)
 EDAD 70003 Foundational Readings in Educational Administration (3 credit hours)
 EDAD 70013 Legal and Social Environment of Education (3 credits)
 EDAD 70023 Managing Instructional Processes (3 credits)
 EDAD 70033 Ethical and Moral Dimensions of Educational Leadership (3 credit hours)
 EDAD 70043 Political and Policy Processes in Education (3 credit hours)
 EDAD 80206 Internship (18 credit hours)
 EDAD 90980 Dissertation (6 credit hours)
 EDAD 90990 Dissertation (6 credit hours)

Professional Curriculum: MBA courses taught in the evening.

ACCT 60010 Financial Reporting (1.5 credit hours)
 ACCT 60020 Accounting for Managerial Planning and Control (1.5 credit hours)
 BUSI 60070 Business Simulation (1.5 credits)
 BUSI 66100 Career Management and Professional Development (1.5 credit hours)
 FINA 60003 Economic Environment of Business (3 credit hours)
 FINA 60013 Management of Financial Resources (3 credit hours)
 INSC 60013 Data Analysis for Managerial Decisions (3 credit hours)
 INSC 60023 Manufacturing & Services Operations Management (3 credit hours)
 INSC 60040 Managing Information Technology (1.5 credit hours)
 INSC 60600 Supply Chain Concepts (1.5 credit hours)
 MANA 60023 Legal & Social Environment of Business (3 credit hours)
 MANA 60033 Managing People (3 credit hours)
 MANA 60640 Business Ethics (1.5 credit hours)
 MANA 60063 Strategic Management in a Global Environment (3 credit hours)

MARK 60013 Market-Driven Strategy (3 credit hours)
Electives (4.5 credit hours)

EDUC 60810 Seminar in Educational Research (3 credit hours)
EDAD 70001 Doctoral Pro-Seminar (2 credit hours)
EDAD 70003 Foundational Readings in Educational Administration (3 credit hours)
EDAD 70013 Legal & Social Environment of Education (3 credit hours)
EDAD 70023 Managing Instructional Processes (3 credit hours)
EDAD 70033 Ethical & Moral Dimensions of Educational Leadership (3 credit hours)
EDAD 70043 Political and Policy Processes in Education (3 credit hours)
EDAD 80206 Internship (18 credit hours)
EDAD 90980 Dissertation (6 credit hours)
EDAD 90990 Dissertation (6 credit hours)

MBA/Ph.D in Physics

The M.J. Neeley School of Business and the Physics Department offer the Ph.D. in physics with a business option. Details about this program are provided in the Science and Engineering: Physics and Astronomy-section of the Graduate Catalog.

Academic Policies for All Neeley School Graduate Programs

Transfer Credit

A student who has, prior to entering the Neeley School, completed a course that is the equivalent of a core course in the Neeley School MBA or MAc Program may, with the permission of the Associate Dean of Graduate Programs (MBA students) or MAc Program Director (MAc students), substitute an elective in the same functional area. In order for such substitution to be approved, the course has to have been taken within three years of entering TCU and must have been from a graduate business school accredited by the AACSB. The substitution of a core course will not reduce the number of hours required to complete the MBA or MAc Program. It is the student's responsibility to notify the MBA Program Director or the MAc Program Director prior to the first semester in the program.

A student who has, prior to entering the Neeley School, completed graduate-level business courses that would qualify as electives at TCU may seek the approval of the Associate Dean of Graduate Programs or MAc Program Director to transfer a maximum of six hours of such coursework. Such approval will only be granted if the courses were taken at an AACSB accredited program no more than three years before entering TCU.

A student presently enrolled in the TCU MBA or MAc Program may, under extraordinary circumstances, seek approval from the Associate Dean of Graduate Programs or Accounting Department Chair to take a maximum of six hours outside the University. These transfer credits (when approved by the Director or Chair) will reduce the number of hours required to complete the MBA or MAc Program on a one-to-one basis. When a course is taken outside the Neeley School for which elective credit is sought, the course must be equivalent to a 60000 level course or higher.

Grading Procedures

The grading policy followed for all graduate business courses is given by the following scale:

Letter Grade Grade Point Weight

A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
F	0.0

Academic Standards

All graduate students are required to meet the academic standards of the Neeley School faculty. Failure to do so will result in academic probation or academic suspension.

Graduate students must achieve a grade index of at least 2.75 each semester and on a cumulative basis throughout their program. A student in the MBA or MAc Program who does not meet this standard will be placed

on probation for the subsequent semester, excluding summer, for full-time students. During this time, the student must achieve the minimum grade index (2.75) on both a semester and cumulative basis to be removed from probation. Failure to do so will result in dismissal from TCU (with the right of appeal to the Dean of the Neeley School).

A student who is placed on academic probation for one semester may be dismissed if his or her semester or cumulative grade index falls below a 2.75 in *any* subsequent semester.

If a student in any of the Neeley School's graduate programs receives six hours of a grade of C+ or lower, the Associate Dean for Graduate Programs may dismiss him or her from the program because of a failure to make satisfactory academic progress.

Dismissal, Suspension, or Expulsion for Lack of Academic Progress or Honor Code Violations (for Graduate Students)

Graduate students in the Neeley School must abide by the Honor Code. Students violating the Honor Code may be dismissed from individual courses with a grade of "F" for lack of academic progress or for conduct deemed to be contrary to the professional or ethical standards of a field.

At such times as the student fails to meet acceptable standards of academic performance or has engaged in professional misconduct, the student may be dismissed, suspended or expelled from the University at the discretion of the Dean of the Neeley School.

If a student is dismissed, suspended, or expelled from the University, a grade of "F" or a designation of "Q" will be recorded for each course in progress as determined by the appropriate academic dean.

Miscellaneous Academic Policies

Academic probation describes the status of a graduate student who is experiencing academic difficulties; this status must change during the next semester of enrollment at TCU subject to the discretion of the Associate Dean for Graduate Programs. Academic dismissal describes the action taken by the Neeley School in the case where a student has failed to meet the minimum academic standards of the faculty. Dismissal from the MBA, MAc or MIM Program is permanent; a dismissed student will not be permitted to enroll for graduate credit at a later date. Other academic policies pertaining to graduate students:

1. Graduate students on academic probation will not be permitted to enroll in the Educational Investment Fund.
2. In computing a graduate student's grade index, only the most recent grade will be counted for courses that are repeated for credit.
3. Grades for non-TCU transfer courses will *not* be included in computing a graduate student's grade index.
4. No 50000-level course may be taken for credit at TCU by an MBA student unless approved on an exception basis by the Associate Dean of Graduate Programs.
5. Students who are admitted conditionally must satisfy their condition(s) during the first semester of enrollment or face dismissal.
6. All MBA and MIM students are required to complete the MBA START Workshop prior to commencing graduate studies. MAc students are required to complete the accounting START Workshop prior to their graduate studies. Evening students are also required to complete the PMBA START Workshop as a requirement for BUSI 66100.
7. An MBA student may enroll for a maximum of three (3) hours of independent study credit in one department. (Typically, these courses carry the 70970 number.) No more than a total of six (6) hours can be taken in independent study courses. MAc students may enroll for a maximum of three (3) hours of credit (in total) in independent study courses. Graduate students on academic probation will not be permitted to enroll in independent study courses.

Graduation

At the beginning of the semester in which the student plans to graduate, he or she must submit an Intent to Graduate form to the Neeley School Graduate Programs Office. Graduation requires a minimum of 2.75 cumulative grade point average. Students who do not have a 2.75 average after completing the program have a maximum of two semesters to raise their average to this standard.

MBA students are expected to complete all requirements within five years. MAc students are expected to complete all requirements within two years. Extension of time must be applied for in writing to the Associate Dean of Graduate Programs or MAc Program Director. Additional courses may be assigned to students who do not complete the degree within the time limit.

Admissions

MBA Admissions Philosophy

The nature of the Neeley School MBA program requires that a holistic approach be used in the admissions process. Not only must applicants demonstrate academic ability, but also the ability to perform in a highly interactive, team-based environment. Previous academic records, relevant test scores, professional work experience, motivation, maturity and demonstrated leadership are all considered in the admissions decision.

Except under extraordinary circumstances, students applying to the MBA program must have or expect to earn a bachelor's degree from an accredited college or university prior to enrollment.

Admission Application Checklist

An application will not be considered by the Graduate Admissions Committee until all of the following materials are received:

1. Completed application form and essays
2. An official transcript from each college or university previously attended
3. Three letters of recommendation
4. Application fee of \$75
5. Official GMAT scores
6. Official TOEFL scores (non-native English speakers only)
7. Personal interview (by invitation only)

MAc Admissions

Admission to the MAc Program is open to anyone who has or expects to earn a bachelor's degree from an accredited college or university. While a BBA in accounting is not a prerequisite for admission, applicants must have completed the equivalent of 27 semester hours of accounting, including those courses (or their equivalents) required for the TCU BBA accounting degree. See the *TCU Undergraduate Studies Bulletin* for details.

There is no single formula for admission to the MAc Program. Admission is competitive and seeks excellence. Ideal applicants will have high academic potential and achievement as well as strong motivation and leadership potential. These qualities are assessed through the candidate's GMAT score, accounting and cumulative grade point averages, and letters of recommendation. Hence, an individualized approach is followed in which a variety of information is requested to develop a profile of each applicant.

Students in the TCU BBA accounting program are encouraged to apply for admission to the MAc program in the fall semester of their *senior* year. TCU has adopted a "rolling" admissions policy whereby an application is generally reviewed as soon as it is complete. An applicant would thus be well-advised to apply early to the program.

Students may apply to begin in the fall or spring semester. Students admitted for the fall semester may take elective courses in the summer prior to the fall semester based on availability and approval by the program director.

- **February 15-General application deadline for fall enrollment.**
- **September 15-General application deadline for spring enrollment.**

After these dates, applications are accepted on a space-available basis.

Prospective students are urged to apply well in advance of application deadlines. The deadlines above apply to all required application materials, including GMAT scores. International applicants are also required to submit TOEFL scores.

For additional MAc admissions information

Dr. Barry J. Bryan
MAc Program Director
Department of Accounting
P.O. Box 298530
Fort Worth, Texas 76129
Phone: (817) 257-7551
Fax: (817) 257-7227
www.mac.tcu.edu

MIM

Candidates for admissions to the MIM Program are required to be fluent in both English and Spanish.

Candidates for the MIM/MMNI dual degree with UDLA who live in Mexico should apply to UDLA. All other candidates for the MIM/MMNI with UDLA should apply to TCU. Candidates for the MIM/MBA dual degree with Mayor who live in Chile should apply to Mayor. All other candidates for the MIM/MBA with Mayor should apply to TCU.

To assess a candidate's qualifications, the following materials are **needed in addition** to the normal Admission requirements to complete the application process:

- Resume
- Spanish Language proficiency (If not from a native Spanish speaking country, the applicant must supply proof of fluency by completion of 18 U.S. semester credit hours in Spanish, by examination, or receipt of a degree from a university in a Spanish speaking country.)
- Official TOEFL scores for international students

Courses of Instruction

ACCT 60010 Financial Reporting. 1.5 credit hours. A study of the fundamental concepts of financial accounting and reporting by business entities in accordance with generally accepted accounting principles. The course approaches the material from the perspective of the financial statement user rather than the financial statement preparer. Therefore, emphasis is placed on the use and interpretation of information contained in business financial statements by managers, investors, and creditors.

ACCT 60020 Accounting for Managerial Planning and Control. 1.5 credit hours. Prerequisite: ACCT 60010. A study of the basic concepts, measures, techniques, and approaches of managerial accounting. The emphasis is on understanding and developing accounting and economic concepts for decision making within profit-making and not-for-profit organizations related to such topics as short-term and long-term planning, performance measurement, transfer pricing, and traditional and contemporary product costing systems. The application of the basic concepts and approaches to small and large-sized domestic and global organizations is emphasized. Where appropriate, contemporary managerial accounting issues are stressed.

ACCT 65013 Financial Reporting and Analysis. Prerequisites: Must be an EMBA candidate. A study of the fundamental concepts of financial accounting and reporting by business entities in accordance with generally accepted accounting principles. The course approaches the material from the perspective of the financial statement user rather than the financial statement preparer. Therefore, emphasis is placed on the use and interpretation of information contained in business financial statements by managers, investors, and creditors.

ACCT 65023 Accounting for Managerial Planning and Control. Prerequisite: Must be an EMBA candidate, INSC 60013 and ACCT 60013. A study of the basic concepts, measures, techniques, and approaches of managerial accounting. The emphasis is on understanding and developing accounting and economic concepts for decision making within profit-making and not-for-profit organizations related to such topics as short-term and long-term planning, performance measurement, transfer pricing, and traditional and contemporary product costing systems. The application of the basic concepts and approaches to small and large-sized domestic and global organizations is emphasized. Where appropriate, contemporary managerial accounting issues are stressed.

ACCT 70003 Business Law for Accounting Professionals. Prerequisite: Enrollment in MAC program or instructor permission. An overview of business law relevant to the practice of public accounting, including: contracts, business organizations, debtor-creditor relationships, government regulation of business, property, negligence, fraud, and the Uniform Commercial Code.

ACCT 70020 Cost Systems and Analysis. 1.5 credit hours. Prerequisites: ACCT 60020. An examination of the costing systems used to assign costs to products, services, and customers, any how the information produced by the systems is used by managers in their operational and strategic decisions. Topics covered include job-order and process costing systems, activity-based costing, standard costing and variance analysis, absorption vs. variable costing, and non-financial performance metrics.

ACCT 70053 Contemporary Accounting Issues. Prerequisite: Enrollment in MAC program or instructor permission. Study of various aspects of accounting theory and applications. Normally, topics include theoretical frameworks, alternative models, regulation, rule development, and the demand for accounting information.

ACCT 70153 Financial Statement Analysis. Prerequisite: Enrollment in the MBA or MAC program or instructor permission. The analysis and use of information contained in corporate financial statements by equity and credit analysts, management, and auditors, including an understanding of the limitations and inadequacies of published financial statements.

ACCT 70273 Research in Audit and Assurance. Prerequisite:

Enrollment in MAC program or instructor permission. An introduction to research methods and applications as they are applied to the planning phase of the audit engagement (specifically business and industry risks) and to the fieldwork phase of the audit engagement (specifically technical issues in both financial reporting and audit procedure) using publicly available financial data, technical accounting and auditing standards, SEC regulations, and best practice in auditing.

ACCT 70303 Advanced Federal Taxation. Prerequisite: Enrollment in MAC program or instructor permission. An overview of the fundamental concepts of the federal tax system that apply primarily to corporations, partnerships, estates, and trusts, with an emphasis on identification of tax issues, tax planning, and tax research.

ACCT 70460 Ethics for Accounting Professionals. 1.5 credit hours. Prerequisites: MANA 60460. This course is designed to further enhance students' ethical decision-making in relation to issues faced by accounting professionals. The course focuses on ethical reasoning and decision-making, integrity, objectivity, independence, professionalism and other core values of the accounting profession.

ACCT 70970 Special Problems in Accounting. Special Problems in Accounting.

FINA 60003 Economic Environment of Business. A contemporary, real-world course focusing on the economic environment within which today's businesses operate taught from the perspective of the practicing manager. Content is both national and international in flavor. Highlights include study of the general economy, market structure and public policy, economic analysis of industries and business cycles, and economics of the firm. International comparative advantage is stressed. The course is taught through the use of materials, tools, and databases readily available to the manager.

FINA 60013 Management of Financial Resources. Prerequisite: ACCT 60010, or concurrent enrollment in ACCT 60010. A study of the acquisition and management of the financial resources of the firm. The emphasis is on developing and understanding decision making concepts related to such topics as valuation, cost of capital, capital budgeting, dividend policy, debt policy, and corporate control. The interaction between investment and financing decisions in the marketplace is emphasized in the context of risk-return considerations, and the obligation of management to security holders is considered. Where appropriate, the global environment of decisions is stressed.

FINA 65003 Economic Environment of Business. A contemporary, real-world course focusing on the economic environment within which today's businesses operate taught from the perspective of the practicing manager. Content is both national and international in flavor. Highlights include study of the general economy, market structure and public policy, economic analysis of industries and business cycles, and economics of the firm. International comparative advantage is stressed. The course is taught through the use of materials, tools, and databases readily available to the manager.

FINA 65013 Management of Financial Resources. Prerequisite: ACCT 65013. A study of the acquisition and management of the financial resources of the firm. The emphasis is on developing and understanding decision making concepts related to such topics as valuation, cost of capital, capital budgeting, dividend policy, hedging financial exposure, and corporate control. The interaction between investment and financing decisions in the marketplace is emphasized in the context of risk-return considerations, and the obligation of management to security holders is considered. Where appropriate, the global environment of decisions is stressed.

FINA 70183 Educational Investment Fund. Prerequisite: FINA 60013. Admission by approval of the Dean of the Neeley School. Participation in the operation of the Educational Investment Fund student managed investment portfolio. Students participating in the Educational Investment Fund are strongly encouraged to take six (6) additional hours of finance electives beyond the program requirements (with possible exception made in the case of extensive finance background).

FINA 70193 Educational Investment Fund. Prerequisite: FINA 70183. Admission by approval of the Dean of the Neeley School. Participation in the operation of the Educational Investment Fund student managed investment portfolio. Students participating in the Educational Investment Fund are strongly encouraged to take six (6) additional hours of finance electives beyond the program requirements (with possible exception made in the case of extensive finance background).

FINA 70420 Options and Futures Markets. 1.5 credit hours. Prerequisite: FINA 60013. Introduction to derivatives - financial contracts that "derive" value from other instruments or prices. An in-depth study of the valuation of derivatives. Valuation techniques include methods such as

binomials and Black-Scholes models.

FINA 70470 Real Estate Finance. 1.5 credit hours. Prerequisite: FINA 60013. An examination of mortgage markets and instruments, including an introduction to basic real estate law, mortgage calculations, loan underwriting, primary and secondary mortgage markets, and securitization.

FINA 70513 Security Analysis. Prerequisite: FINA 60013. Theory of security selection focusing on its economic, financial and accounting aspects. Some attention directed to the role of technical analysis as an adjunct to the more traditional fundamentalist approach. Critical review of significant investment literature is included along with consideration of the Chartered Financial Analyst C.F.A. program and its professional objectives.

FINA 70520 Risk Management and Financial Engineering. 1.5 credit hours. Prerequisite: FINA 70420. Study of current usage of derivative instruments in financial engineering. Financial engineering is the science of managing financial risk exposure through derivatives, as well as the construction of new financial products, such as SWAPS. Topics include corporate risk management, hedge fund strategies, and operation of derivative markets.

FINA 70533 Portfolio Management. Prerequisite: FINA 60013. A 'state-of-the-art' examination of the theory and practice of portfolio management. Current literature in leading journals introduces topics such as contemporary techniques of risk-return management, setting portfolio objectives and measuring performance and portfolio selection and revision. Consideration is given to the special problems encountered in management of institutional portfolios.

FINA 70543 Advanced Financial Management. Prerequisite: FINA 60013. Applications of theory of corporate finance to real-world problems through case studies. Topics include financial analysis and planning, forecasting the financial needs of a firm, capital expenditure analysis, capital structure and distribution policies, merger and acquisition analysis, corporate restructuring, and risk management. Emphasis is placed on the effects of the firm's financial and operating decisions on the value of the firm's securities in financial markets.

FINA 70563 International Finance. Prerequisite: FINA 60013. Financial management of the firm in an international context. The basis of international trade, the management of currency and interest rate risks, international investment decisions, international money and capital markets, financial policy decisions in an international setting. Development of theory via lectures and applications via case analyses.

FINA 70570 Real Estate Investment Analysis. 1.5 credit hours. Prerequisites; FINA 70470. A study of the analytical tools and decision-making processes necessary to maximize returns from investment in commercial, industrial and residential income producing real estate. Investment analysis, optimal financial management and portfolio selection of real estate under institutional constraints and in the complex tax environment are considered.

FINA 70583 Topics in Applied Financial Analysis I. Prerequisites: ACCT 60010 and FINA 60013. This course provides a comprehensive and integrated examination of fundamental topics related to financial analysis, using subject matter from the Candidate Body of Knowledge developed by the CFA Institute for the Chartered Financial Analyst (CFA) Level I program. Specific topics covered include ethics, economics, financial statement analysis, corporate finance, quantitative methods, portfolio management, equity analysis, fixed income analysis, and derivatives.

FINA 70593 Topics in Applied Financial Analysis II. Prerequisites: FINA 70583 or passing CFA Level I exam. This course provides a comprehensive integrated examination of advanced topics related to financial analysis, using subject matter from the Candidate Body of Knowledge developed by the CFA Institute for the Chartered Financial Analyst (CFA) Level II program. Specific topics covered include advanced applications in ethics, economics, financial statement analysis, corporate finance, quantitative methods, portfolio management, equity analysis, fixed income analysis, and derivatives.

FINA 70970 Special Problems in Finance. Special Problems in Finance.

FINA 75543 Advanced Financial Management. Prerequisite: For EMBA candidates only, FINA 65013. Applications of theory of corporate finance to real-world problems through case studies. Topics include financial analysis and planning, forecasting the financial needs of a firm, capital expenditure analysis, capital structure and distribution policies, merger and acquisition analysis, corporate restructuring, and risk management. Emphasis is placed on the effects of the firm's financial and operating decisions on the value of the firm's securities in financial markets.

FINA 75970 Special Problems in Finance. Special Problems in Finance. Prerequisites: Enrollment in the EMBA program.

INSC 60010 Statistical Models. 1.5 credit hours. This course teaches quantitative methods used in data analysis and business decision-making with an orientation towards regression analysis. This course presents the basic topics in regression including Statistical inference from regression output, limitations of regression models and the pitfalls involved in their use. Analysis of both cross-sectional data and time-series data will be discussed. Additional topics include aspects of statistical process control, ANOVA, chi-square tests and logistic regression. The course is taught from an applied perspective using computer software (Excel and Minitab) to perform statistical analyses.

INSC 60013 Data Analysis for Managerial Decisions. Examines statistical techniques helpful in making effective managerial decisions. Deals with applications from business and industry. Topics include description statistics, exploratory data analysis, basic probability concepts, estimation, hypothesis testing, analysis of variance, regression analysis. The course is taught from an applied perspective using Excel to perform statistical analysis.

INSC 60023 Manufacturing and Services Operations Management. Prerequisite: ACCT 60010, and concurrent enrollment in INSC 60013 (for PMBA students) or concurrent enrollment in INSC 60010 (for FT MBA students). Develops concepts and analytical skills to address the issues related to the creation and distribution of goods and services. Emphasizes the role of operations function as a competitive weapon and examines how operations strategy can be integrated with the corporate strategy and other functional strategies. Discusses the increasingly important role of global competition, technology, and total quality. Other topics include process design, capacity planning, technology choice, planning and inventory control, and just-in-time systems. Technology is emphasized.

INSC 60040 Managing Information Technology. 1.5 credit hours. Prerequisite: MANA 60003. An investigation of information technology as a facilitator of organizational strategy and business process redesign. The role of information in the evaluation and control of corporate uncertainty at the organizational and interorganizational level is examined. Particular emphasis is placed on the successful design, implementation, and use of information technologies in both national and international organizations. Technology is emphasized.

INSC 60600 Concepts in Supply Chain Management. 1.5 credit hours. Effective Supply Chain Management (SCM) has become increasingly important to businesses. This course will provide an overview of the major concepts associated with SCM. Topics include logistics, transportation, procurement, demand forecasting, supply chain operations, information technology and global SCM.

INSC 65013 Data Analysis for Managerial Decisions. Prerequisites: must be an EMBA candidate. Examines statistical and analytical techniques to analyze data for effective managerial decisions. Deals with applications from business and industry. Topics include description and summarization of data, exploratory data analysis, testing hypothesis, analysis of variance, regression analysis and forecasting, and fundamentals of decision theory.

INSC 65023 Operations Management. Prerequisite: Must be an EMBA candidate. This course develops concepts and analytical skills to address the issues related to the creation and distribution of goods and services. It emphasizes the role of operations function as a competitive weapon and examines how operations strategy can be integrated with the corporate strategy and other functional strategies. It discusses the increasingly important role of global competition, technology, and total quality. Other topics include process design, capacity planning, technology choice, planning and inventory control, and just-in-time systems. Technology is emphasized.

INSC 70420 Regression Analysis. 1.5 credit hours. Prerequisite: INSC 60013. This course serves as an MBA elective. Presents the basic theory of simple and multiple linear regression analysis with applications to business and economic data. Discusses analysis of both cross-sectional data and time-series data. Topics include statistical inference, limitations of regression models, violations of assumptions, use of indicator variables, and variable selection. Extensive use of computer software. Applications to real business and economic data. Analysis of variance and logistic regression will be covered if time allows. Students cannot receive credit if already completed INSC 60010.

INSC 70430 Supply Chain Operations Management. 1.5 credit hours. This course serves as an MBA elective. An in-depth study of the theory and practice of supply chain management function in manufacturing and service industries. Supply chain management is the integration of the activities associated with the flow and transformation of goods from the raw materials stage through to the end user, to achieve a sustainable competitive advantage. This course provides insights into the conceptual foundations and facilitates an understanding of the strategic concepts and tools necessary for meeting the challenges in the management of supply

chains. Topics include management of logistics networks, material flows and the role of information systems technology.

INSC 70520 Time Series Forecasting. 1.5 credit hours. Prerequisite: INSC 60013. This course serves as an MBA elective. Presents extrapolative time-series forecasting techniques with applications to business and economic data. Techniques discussed include moving averages, decomposition, exponential smoothing and ARIMA models. Provides an understanding of the limitations of forecasting models and the pitfalls involved in their use. Qualitative forecasting is also discussed. Extensive use of computer software for time series forecasting. Applications to real business and economic data.

INSC 70610 Logistics and Transportation. 1.5 credit hours. Prerequisites: INSC 60600. Logistics is a core business process that facilitates the creation of value for the external customer and helps to integrate the other functions and processes within the firm. Logistics is defined as that part of the supply chain process that plans, implements, and controls the efficient, effective forward and reverse flow and storage of goods, services, and related information between the point of origin and the point of consumption in order to meet customers' requirements. This course will cover many aspects of business logistics, including materials management, physical distribution, customer service, order processing, information flows, transportation, warehousing and inventory management.

INSC 70620 Supply Chain Information Tools and Technologies. 1.5 credit hours. Prerequisites: INSC 60600. Effective supply chain management is heavily dependent on integration of state-of-the-art information tools and technologies. This course will provide an understanding of supply chain models and practical tools for effective decision making and integrated supply chain management (for example ABC segmentation, demand forecasting and planning, inventory management, distribution management and multi-plant coordination). The emphasis will be on exploring tools and off-the-shelf software packages that have been proven effective in many industries, and on identifying and understanding implementation issues associated with the use of such tools.

INSC 70630 Demand Forecasting Management. 1.5 credit hours. Prerequisite: INSC 60600. This course provides an in-depth study of the processes that balance customer demands with production, procurement, and distribution capabilities. Accurate demand forecasting provides for added flexibility and visibility of inventory, and reduced variability in supply chain outcomes. Core conceptual areas include demand forecasting and management, synchronization of supply and demand, inventory capacity, balancing and positioning, inventory planning, sales and operations planning, and strategic order fulfillment issues.

INSC 70640 Global Supply Chain Management. 1.5 credit hours. Prerequisites: INSC 60600. This course will deal with (a) the diversity and complexity to be understood and managed in the globalization of supply chain activities, (b) unique characteristics of the global transportation (ocean shipping, intermodal, and air) system, (c) legal and regulatory issues impacting global supply chain decisions, (d) import and export processes, (e) documentation requirements, and (f) challenges and integration issues with global supply chain management.

INSC 70650 Strategic Sourcing and Procurement. 1.5 credit hours. Prerequisite: INSC 60600. This course focuses on the key issues related to the strategic implications of sourcing of products, the purchasing of goods and services, and the role of purchasing in a supply chain context. Provides students with an understanding of purchasing processes, issues, and best practices. Emphasis areas include supplier quality, relationship management, and global sourcing.

INSC 70660 Supply and Value Chain Strategy. 1.5 credit hours. Prerequisites: INSC 60600. This course is designed to be the capstone course for the MBA with a concentration in Supply Chain Management. It will help the students integrate all the elements of supply chain management, and examine how they might be applied to achieve strategic advantage for the firm. The course will use a combination of readings on supply chain strategy and case analysis.

INSC 70773 Emerging Information Technologies for Decision Support. Managerial perspective of emerging information technologies for problem solving and decision making. Examination of decision factors that must be considered when using decision support technologies are examined. Formulation, development and evaluation of decision support systems, expert systems, neural networks, hypermedia, user interface designs are discussed. Hands-on use of decision support technologies and field trips.

INSC 70970 Special Problems in Information Systems and Supply Chain Management. Special Problems in Information Systems and Supply Chain Management.

INSC 71000 Project Management. 1.5 credit hours. Prerequisite: INSC 60023. Present major concepts and techniques of project management. Familiarizes students with problems and issues confronting project managers and provides vocabulary, concepts, insights, and tools to address these issues. Topics include project planning, execution, control, scope, time, cost, and quality. Integrated processes and risk management perspectives are stressed.

INSC 71010 Program Management. 1.5 credit hours. Prerequisite: INSC 71000. A follow-on course to INSC 71000, dealing with larger projects and multi-project enterprises, this course provides an overview of several areas and knowledge of foundational tools. As a generic course in program management, it avoids over-emphasis on the way program management is performed in a single industry. Topics include managing strategic portfolios of independent projects and coordinating large programs of interdependent projects. Integrated processes and risk management perspectives are stressed along with managerial insights and the underlying assumptions.

INSC 75663 Supply Chain Strategy and Information Technology. Prerequisite: Enrollment in the EMBA program. For many companies, supply chain management has become an important element of competitive strategy. However, to achieve a competitive advantage requires effective design and integration of supply chain strategies, processes, and information technologies. Through selected readings and case analysis, this course will examine the linkages between supply chain strategy and competitive strategy, critical elements for effective supply chain management, and current trends in supply chain best practices and information technologies.

MANA 60023 Legal and Social Environment of Business. Corporations operate within an environment that is comprised of relationships with customers, investors, employees, competitors, and suppliers. The primary focus of this course will be to examine those federal and state laws that regulate these relationships. Appropriate attention will be paid to the various social, ethical, and political forces that influence the development and enforcement of laws. Additionally, the course will highlight aspects of the international legal environment of business.

MANA 60033 Managing People. An introduction to leadership concepts and behavioral skills which are used to develop a managerial perspective for organizational problem-solving. General topics include motivation, individual performance, reward systems, leadership, communication, listening, teams, organization cultures, and managing change. Written and oral communication skills are emphasized.

MANA 60063 Strategic Management in a Global Environment. A final integrative course in contemporary global strategic management that integrates the basic business functions. Comprehensive cases deal with global competition in complex changing environments within which the organization seeks to achieve a sustainable competitive advantage. Issues of strategy formulation and implementation are addressed. Technology and communication skills are emphasized.

MANA 60460 Business Ethics. 1.5 credit hours. Prerequisite: Admission to the MBA, MAC, or MIM program. Managing Business Ethics addresses moral reasoning and decision making in a business context. Tools for addressing ethical dilemmas are addressed from a personal, managerial, and organizational framework. Case studies are used to develop moral reasoning skills.

MANA 65003 Business Strategy and Structure. Prerequisites: Must be an EMBA candidate. An introduction to business strategy and organization structure. The course presents basic strategic management concepts including industry analysis and competitive positioning, building sustainable competitive advantage, and competitor analysis. Linkages between strategy and structure are examined in the context of organization design. Interfunctional and interorganizational issues are explored and ethical considerations are addressed. Technology and communication skills are emphasized.

MANA 65023 Legal and Social Environment of Business. Corporations operate within an environment that is comprised of relationships with customers, investors, employees, competitors, and suppliers. The primary focus of this course is to examine those federal and state laws that regulate these relationships. Appropriate attention is paid to the various social, ethical, and political forces that influence the development and enforcement of laws. Additionally, the course highlights aspects of the international legal environment of business.

MANA 65033 Building High Performance Work Systems. High performing organizations gain competitive advantage by putting people first. This course examines via case study discussion and readings how these performance, people-centered organizations focus on: aligning people management with strategy, selective staffing, training as

investment, building effective teams, sharing information, and designing effective reward systems.

MANA 65063 Strategic Management in a Global Environment. This final course in contemporary global strategic management integrates the basic business functions. Comprehensive cases deal with global competition in complex changing environments within which the organization seeks to achieve a sustainable competitive advantage. Issues of strategy formulation and implementation are addressed. Technology and communication skills are emphasized.

MANA 70163 Leadership Development. Prerequisites: MANA 60023, 60033, ACCT 60020, INSC 60023, FINA 60013, MARK 60013 and permission of the instructor. Integration of business school skills developed in the classroom with the problem-solving requirements of modern business. Participants work in teams assigned to off-campus, real business problems. Full responsibility is assigned to the students who must demonstrate leadership ability and skill in developing and presenting solutions.

MANA 70353 Private Equity. Prerequisites: Open to MBA and MAC students; this elective course provides the theoretical background and practical application of private equity in the United States and the world. The principle focus of the course will be early stage venture capital. However, other elements of private equity such as leveraged buyouts and corporate venturing will also be reviewed. To ensure that a realistic perspective of private equity occurs in the class, cases and projects provided by active private equity professionals will be employed to illustrate material.

MANA 70503 Entrepreneurship. Prerequisite: MANA 60033. An introduction to the skills, concepts, attitudes, and knowledge relevant to creating and managing entrepreneurial ventures. Examines the nature of the entrepreneur and the entrepreneurial process, the driving forces behind the process, the screening and evaluation of new venture ideas and business opportunities, the utilization of available resources, and the development of successful business plans.

MANA 70603 Human Resource Management. Prerequisite: MANA 60033. The study of programs and activities pertaining to personnel management systems. Major topics include fair employment practices, job analysis, human resource planning, performance appraisal, selection and staffing and training and development.

MANA 70610 Essentials of Negotiation. 1.5 credit hours. Prerequisite: MANA 60033. Study of distributive, integrative/principled, and intraorganizational negotiation. Includes coverage of negotiation strategies, tactics, preparation, errors, cognitive biases, social structure, ethics, and international negotiations.

MANA 70623 Law and Business in the European Union. Beginning in 1957 with the signing of the Treaty of Rome, six European countries established a European Economic Community (now Union) whose goal was the elimination of all barriers to the free movement of goods, services, workers, and capital. The European Union, now comprised of 15 countries, is the largest and most integrated regional trading block in the world. This course examines the legal order of the European Union and examines the multitude of ways it affects companies who wish to do business with its citizens.

MANA 70633 Interpersonal Relations. Prerequisite: MANA 60033. Cognitive and experiential approaches are combined to facilitate understanding of issues which affect interpersonal relations. Primary objective is the development of interpersonal competencies in both one-to-one and group decision-making situations.

MANA 70740 Managing Conflict for Results. 1.5 credit hours. Prerequisite: Graduate business student or permission of instructor. This course is designed to give students an understanding of how to manage conflict and confront others in difficult interpersonal situations. A developmental approach is taken in this course to build critical skills that will lead to positive results and stronger performance. We will focus on introducing and cultivating skills necessary for preventing unnecessary conflict, managing emotions, generating resolution alternatives, and other competencies important for confrontational interactions. Learning through active application and experiential exercises will be emphasized.

MANA 70760 Transformational Leadership. 1.5 credit hours. Prerequisite: MBA student or permission of instructor. This course is designed to give students an understanding of leadership processes that underlie the survival, effective functioning and self-determination of organizations in the 21st century. To this end, we will examine a number of relevant topics that reflect the nature of the challenge being faced, key people and organizational issues in meeting this leadership challenge, and how organizations can select, nurture and develop future leaders.

MANA 70780 Management Consulting. 1.5 credit hours. Prerequisite: MANA 60033. This course will examine critical issues associated with effective management consultation. Topics will include clarifying the role and types of management consultation, developing a sound understanding of the consultation processes, and identifying key capabilities associated with effective consultation. In addition, this course will explore consulting from the perspective of external consultants (both boutique and large consulting firms) and internal consultants (e.g., who tend to work for large corporations). Finally, we will address key business issues for independent consultants and the factors needed to create, grow and sustain a successful consulting business.

MANA 70970 Special Problems in Management. Special Problems in Management.

MANA 75163 Transformational Leadership. This course is designed to give the student an understanding of leadership processes that underlie the survival, effective functioning and self-determination of organizations in the 21st century. To this end, the class examines a number of relevant issues that reflect both the "being and doing" of leadership. The focus is on leading from senior positions, and in particular, on leading change in a corporate context. The class covers topics that reflect the nature of the challenge being faced, how leaders approach those challenges, and key people and organizational issues that help meet them. The participants explore how organizations can nurture and develop future leaders.

MANA 75613 Negotiations. Study of distributive, integrative/principles, and intraorganizational negotiations. Includes coverage of negotiation strategies, tactics, preparation, social structure, ethics, and international negotiations. Errors and breakdowns are also covered along with other conflict resolution techniques such as mediation and arbitration.

MANA 75970 Special Problems in Management. Special Problems in Management. Prerequisites: Enrollment in the EMBA program.

MANA 75983 Entrepreneurship. This course is the study of entrepreneurial ventures. The focus is on the origination of high growth; high potential ventures, which can obtain venture capital financing. The course will examine both the theoretical and practical background of such ventures. The culmination of the students' efforts being a business plan for such a venture.

MARK 60013 Marketing Management. 3 credits hours. Examines the roles of marketing processes in identifying potential customers and their needs, selecting and analyzing market targets, and establishing and maintaining customer relationships. Topics addressed include product planning, distribution, pricing, and promotion strategies designed to produce customer satisfaction. Communication skills are enhanced by written and/or oral presentation assignments.

MARK 65013 Advanced Marketing Management. Prerequisites: Must be an EMBA candidate. This is an examination of the marketing function and how it relates to value creation, strategic corporate management and marketing decisions; the major phenomena underlying marketing strategy formulation and the component divisions of product planning, communication and channels of distribution, both theory and cases to develop a managerial perspective of marketing; linking marketing strategy to financial value.

MARK 70100 Integrated Marketing Communication. 1.5 credit hours. Prerequisite: MARK 60013. The integrated planning and implementation of sales promotion, advertising, personal selling, public relations, and other communications tools in supporting the overall marketing strategy is the focus of the course.

MARK 70110 Marketing Analytics. 1.5 credit hours. Prerequisites: MARK 60013. This course focuses on helping students develop an analytical and systematic set of skills and processes for making marketing decisions. Marketing decision-making resembles design engineering - putting together concepts, data, analyses, and simulations to learn about the marketplace and to design effective marketing plans. Although many people view marketing as an art and others regard it as science, this course views marketing as a combination of art and science to solve specific problems. Students will learn concepts and will work hands-on with data and software tools for making decisions regarding segmentation and targeting, positioning, forecasting, new product and service design, and the elements of the marketing mix. Through the course, students will learn to take advantage of the massive amounts of data available in most organizations, using that data to make informed decisions, and to create compelling evidence to persuade other executives to support those decisions.

MARK 70120 Customer Insights. 1.5 credit hours. Prerequisite: MARK 60013. The most complex aspect of marketing is understanding the mind and heart of the consumer. If consumer behavior was easy to explicate, then all products would sell as well as projected, all ads would be effective, economies would be efficient, and marketing would be a simple prospect.

In actuality, consumers are frustrating and irrational and difficult to predict. This course focuses on providing the basic tools to gain insights into consumer behavior. It addresses both managerial and psychological applications of consumer behavior. We apply tools from psychology, economics, and other social sciences to particular marketing problems. The focus will be on specific results, such as what marketing strategies are likely to be effective given a certain consumer response.

MARK 70130 Creativity and Innovation in Marketing. 1.5 credit hours. Prerequisite: MARK 60013. This course will focus on methods and tools that facilitate creative problem solving. Students will develop skills that can be applied in any business or other decision-making context.

MARK 70140 Managing Service Excellence. 1.5 credit hours. Prerequisite: MARK 60013. To be competitive in today's marketplace, service organizations must provide a quality experience for their customers. This course identifies the key dimensions on which customer perceptions of service excellence are based, and describes strategies for offering superior customer service. Key course concepts include: (1) the drivers of service excellence, (2) reducing gaps in service performance, (3) measuring service quality, (4) service recovery and guarantees, and (5) internal marketing.

MARK 70200 Managing Customer Selection and Value. 1.5 credit hours. Prerequisite: MARK 60013. This course focuses on the measurement and management of customer selection, customer acquisition, and customer value. Key concepts explored in the course include: (1) identifying and selecting customers, (2) understanding management of customer acquisition, (3) estimating the value of a customer, (4) linking customer value to shareholder value, and (5) understanding which marketing actions are most appropriate for growing the value of a customer segment.

MARK 70210 Managing Customer Satisfaction and Retention. 1.5 credit hours. Prerequisite: MARK 60013. This course focuses on the measurement and management of customer satisfaction and retention. Key concepts explored in the course include: (1) measuring and managing customer satisfaction, (2) identifying and prioritizing the drivers of customer satisfaction, (3) estimating the profit impact of customer loyalty, and (4) aligning the firm's internal value-deliver processes with the voice of the customer.

MARK 70220 Field Project in Managing Customer Relationships. 1.5 credit hours. Prerequisites: MARK 60013, 70110, 70200, 70210. Individual or team projects solving real business problems for companies; situation analyses; research proposal composition; field research techniques; statistical analysis; oral and written presentations. Projects will focus on managing customer relationships.

MARK 70300 Field Project in Managing Products and Brands. 1.5 credit hours. Prerequisites: MARK 60013, 70110, 70720, and 70730. Individual or team projects solving real business problems for companies; situation analyses; research proposal composition; field research techniques; statistical analysis; oral and written presentations. Projects will focus upon managing products and brands.

MARK 70400 Pricing Strategy and Tactics. 1.5 credit hours. Prerequisites: MARK 60013. This course focuses on the development of pricing strategies and tactics in a variety of industries and organizational settings.

MARK 70700 Sales Strategy and Organization. 1.5 credit hours. Prerequisite: MARK 60013. Students are introduced to issues in planning and organizing a sales force. Planning the sales force involves integrating sales strategy with overall promotion and marketing strategy, developing appropriate implementation methods, and developing proper control mechanisms. Organizing a sales force includes developing a selling mix and managing human and capital resources.

MARK 70720 New Product Development. 1.5 credit hours. Prerequisite: MARK 60013. This course provides in-depth knowledge relating to the management of product innovation and new product development strategy. New product development is considered in relation to market opportunity and competitive advantage. We will evaluate changes in competition, customer demands, and technology and their effects upon the product development process. We will employ research skills and methods relating to idea generation, prototype building and commercial production. Case studies of actual firms will be analyzed in order to examine successes and failures in the context of real product development scenarios. A managerial perspective will be taken. The primary emphasis is on understanding theoretical concepts relevant to the subject and applying them to a variety of real world marketing decision making scenarios. In keeping with current business realities, the course has both a technology and a global focus.

MARK 70730 Brand Management. 1.5 credit hours. Prerequisite: MARK

60013. A brand is often a company's most important asset and as such has received immense attention in recent years. This course will provide an overview about branding, and the ways that brands acquire and sustain value in the marketplace. This is a course with a decided point-of-view on the nature of brands and the skills and tasks this requires of the brand manager. We will consider brands as co-creations of consumers and marketers. If brand management is a collaborative process of meaning management, the job of the brand manager then becomes one of navigating the meaning making processes, attaining meanings that resonate therein, and to managing these meanings deftly through time so as to maximize brand value, capture opportunities, and diminish risk. Cases, as microcosm of brand management, deliver the power off real-world, applied setting and reveal concepts and frameworks that can inform management thoughts and actions.

MARK 70750 International Marketing. 1.5 credit hours. Prerequisite: MARK 60013. This course introduces the field of international marketing and provides a broad perspective from which to explore and examine various aspects of what changes when firms compete internationally.

MARK 70760 Services Marketing Strategy. 1.5 credit hours. Prerequisite: MARK 60013. Marketing a service is different than marketing a tangible good. To address these differences, this course focuses on the unique marketing strategies needed for service organization. Topics covered include strategies for the service offering (i.e., product), pricing, promotion and distribution, among others.

MARK 70770 Marketing Research. 1.5 credit hours. Prerequisites: MARK 60013 and INSC 60010 (FTMBA students) or MARK 60013 and INSC 60013 (PMBA students). Marketing research is about providing relevant, accurate and timely information for marketing decisions. This includes information about competition, external environment and current as well as potential customers. Whether or not you ever work in a marketing research function, at some point in your business career, you most likely will need to deal with marketing research, either as a producer or as a user. The course is designed to provide an overview of marketing research and its use in making more effective marketing decisions. The primary emphases are designing research studies that are both valid and pertinent, and accurately interpreting analysis to guide managerial decisions.

MARK 70800 Marketing Strategy. 1.5 credit hours. Prerequisites: MARK 60013. An examination of current marketing problems and related problem-solving techniques.

MARK 70970 Special Problems in Marketing. Special Problems in Marketing.

MARK 75970 Special Problems in Marketing. Special Problems in Marketing. Prerequisites: Enrollment in the EMBA program.

College of Communication

Overview

Overview

The College of Communication offers a Master of Arts and the Master of Science in three degree plans. Degree plans include Advertising and Public Relations, Journalism, and Communication Studies. Students interested either in continuing into a doctoral program or into professional development will find programs that prepare them for the future. Research and development are balanced with applied experiences in the Communication field. Located in the fifth largest media market in the United States, the graduate programs in the College of Communication at Texas Christian University offer diverse opportunities in a supportive and stimulating environment.

Admission Requirements

General Admission

An applicant must possess a bachelor's degree from an institution regarded as standard by the university and a regional accrediting agency. For unconditional admission, the student must have satisfactory undergraduate preparation for the particular degree sought. This is determined by the chair of the department and the Associate Dean, College of Communication and includes a "B" average in the last 60 hours of undergraduate work or in all undergraduate work, a "B" average in the major field of study, and satisfactory scores on the appropriate standardized test required by the college. An application that is otherwise satisfactory may still be rejected if the intended major area has already accepted as many new students as its facilities can accommodate, or if it is felt that the program TCU provides is not suitable to the applicant's vocational goals.

Application Procedure

The application will be considered complete when the following are received:

- Complete application
- Two certified transcripts mailed directly from the applicant's university to Director of Graduate Studies. This includes all undergraduate and graduate work from all colleges or universities attended.
- An application fee of \$50.00 is required before the application can be processed.
- A statement of experience and vocational goals is required. This allows the department chair to adequately determine the suitability of the applicant with the graduate program.
- Three letters of recommendation. These provide the opportunity for additional attributes the applicant might possess to be considered in the admission process.

International Applicants

TOEFL scores 550 or better paper based, 213 computer based. Proof of financial support. Please see individual programs for other requirements.

Policy on Probational Status and Conditional Admission

Probation: Any graduate student who falls below a 2.75 grade point will be placed on probation the following semester. Special permission to continue probation past one semester must be made through the Associate Dean's Office. If a continuation is not accepted, the student will be suspended from the program in the next semester.

Conditional Admission: A conditional admission may be granted to students who may be weak in one of the admission criteria if they show strength in all other criteria. If students have a conditional admission, they must complete graduate work at a 2.75 or better in all of their classes in their first nine hours. Special permission to extend this conditional admission must be made in writing through the Associate Dean's office. Students who have not removed the conditions by the stated deadline will not be permitted to register for classes in the subsequent semester.

Grading Procedures

The grading policy for all graduate Communication courses is described by the following scale:

Letter Grade	Grade Point Weight
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
F	0.000

I - Designates course has not been completed and a final grade has not been assigned. The "I" must be removed within the first 60 days of the semester immediately following (With exception to the thesis or project in lieu of a thesis) or it is changed to an "F". Any extension must have written approval of the instructor of record and Dean of the College.

Q - Removed from the course by the academic Dean

W - Officially withdrew from the course

AU - Officially audited the course

Academic Standards

All graduate students are required to meet the academic standards set by the College of Communication faculty. Failure to do so will result in academic probation or suspension. Graduate students must achieve a grade point average of at least 2.75 each semester and on a cumulative basis throughout their program of study. A student who fails to meet this expectation will be placed on probation the following semester (excluding summer) and must achieve a cumulative grade point of 2.75. Failure to meet that expectation will result in the removal from the program with the right to appeal to the Dean of the College of Communication. If a graduate student in the College of Communication receives six hours of a grade of C+ or lower, the Associate Dean of the Graduate Programs for the College may dismiss the student from the program because of failure to make satisfactory academic progress.

Financial Aid

Stipend/Tuition Waiver. This type of financial aid is not need based. Communication Studies uses a system of student demand. When a student issues a written statement requesting this type of assistance the department chair will assign the student to a faculty member providing the existence of available funding. Journalism reserves these awards for international students. The student will perform duties under the assigned faculty member generally consisting of TA teaching, test prompting and research.

Expectations of Stipend Awards

These are departmentally driven. The most common expectation is in undergraduate labs. In all departments the graduate students on a stipend are assigned to work with a faculty member. Typically, these students are assigned a lab to work in as they mentor students and oversee lab setup and breakdown. The number of hours assigned are directly related to the stipend. Each coordinator for the separate departments is responsible for keeping track of the graduate student's time and job as an assistant. The faculty who oversees the student will report to the coordinator.

Satisfactory Progress

Candidacy. This status is awarded when the student has completed a minimum of 9 graduate hours, maintained a graduate GPA of at least a 2.75, and secured approval from the department chair.

Journalism

[Master of Science in Journalism: News-Editorial \(Thesis and non-thesis options\)](#)

[Master of Science in Journalism: Advertising/Public Relations \(thesis and non-thesis options\)](#)

[Admission Requirements](#)

[Graduate Assistantships](#)

[Courses of Instruction](#)

Overview

The Schieffer School of Journalism offers two degrees designed primarily for working media professionals: The Master of Science in Journalism: News-Editorial (print, broadcast, and Internet journalists) and the Master of Science in Journalism: Advertising/Public Relations.

Master of Science in Journalism: News-Editorial (Thesis and non-thesis options)

The Master of Science degree in Journalism: News-Editorial is for those students seeking to broaden their professional and intellectual growth, develop a critical understanding of the institutions, processes, and effects of mass communication while enhancing their knowledge of print, broadcast and media management. The degree is recommended for media professionals and others seeking a more extensive foundation for work in today's growing media markets.

The degree requires 36 hours, including Proseminar in Journalism and Mass Communication (50123), Research Methods (60113), Media Ethics (60133), and Theory (60123); 15 additional hours of Journalism courses; and 9 hours of approved graduate courses from other academic units. There are two tracks, one requiring a project and the other a thesis. The thesis track is for students who plan to pursue a doctorate. The Proseminar and Research Methods courses must be taken in the first year after admission to the program. The non-thesis option requires the completion of a project (60153 Project in Broadcast Journalism or 60163 Project in Print/Internet Publications). The thesis requires completion of JOUR 70980 and 70990. All course work must be completed before registering for either the project or the thesis. The project will require the submission of a CD and/or hard copy, including photographs of exhibits, if used.

Master of Science in Journalism: Advertising/Public Relations (thesis and non-thesis options)

The Master of Science in Journalism: Advertising/Public Relations is designed for practitioners seeking a broader understanding of research techniques, communication theory, ethics and law, as well as those who want to enhance their understanding of nuances in the practice, of advertising/public relations audiences and issues, and the processes and effects of mass and specialized communication.

The program helps students to develop advanced skills and knowledge in problem-solving and in dealing with management issues in a global society, as well as understanding the theoretical underpinnings of communication efforts that build better relationships with an organization's publics.

The degree requires 36 hours, including Proseminar in Journalism and Mass Communication (50123), Research Methods (60113), Media Ethics (60133), and Theory (60123); 15 additional hours of Journalism courses; and 9 hours of approved graduate courses from other academic units. There are two tracks, one requiring a project and the other a thesis. The thesis track is for students who plan to pursue a doctorate. The Proseminar and Research Methods courses must be taken in the first year after admission to the program. All course work must be completed before registering for either the project or the thesis. The project will require the submission of a CD and/or hard copy, including photographs of exhibits, if used.

Theses and Projects

JOUR 70980

In the first semester of the thesis, the graduate student should register for JOUR 70980, choose the faculty member who will direct the thesis, select the committee comprised of three members from the Schieffer School and one outside the School, complete a proposal for the thesis and submit it to the committee for approval. Then the student must complete a literature review and a research methodology and submit both to the committee for approval.

JOUR 70990

In the second semester of the thesis, the student should register for JOUR 70990, complete the research and meet with the committee to share the results, complete the thesis and submit it to the committee at least one month before the deadline for final submission to the committee for a defense. After the committee votes, the student must finalize the work, obtain the committee's signatures and include the signature page with the initial hard copy of the thesis. Once approved, the thesis is to be submitted in electronic form to the College. University instructions for the electronic submission are located online at <http://lib.tcu.edu/NDLTD>. Students must be registered for this thesis course the semester the degree is granted.

PROJECTS (JOUR 60153, JOUR 60163, JOUR 60173)

All projects involve original research and written presentation of the project so that these efforts will add to the body of knowledge in the discipline. Students must choose a professor to work with on the project. Once that decision is made, the Project Approval form must be signed by the major professor and two other faculty members (Project Committee). The student will then carry out the project under the direction of the major professor. Upon completion, the project would be defended orally in front of the Project Committee.

Admission Requirements

Applicants must meet general University requirements as specified in the graduate catalog, as well as having completed 15 semester hours (five courses) in undergraduate journalism or have substantial professional

experience in a mass communication discipline as determined by the journalism graduate faculty. The application must also include:

- An application form.
- Two official transcripts from all colleges or universities you have attended.
- A statement of no more than 250 words describing your academic and/or professional objectives.
- Three letters of recommendation.
- GRE General Test scores.

An applicant who does not meet the admission requirements will have to take up to 15 semester hours of undergraduate journalism or advertising/public relations courses that will not count toward the graduate degree. The number of semester hours needed will be determined by the graduate journalism faculty.

Graduate Assistantships

Graduate Assistantships are available for students pursuing either the M.S. in news-editorial journalism or the M.S. in advertising/public relations. These assistantships, which provide remission for tuition or remission for tuition plus a stipend, are typically made for a full academic year.

Courses of Instruction

JOUR 50123 Proseminar in Journalism and Mass Communication. Seminar devoted to the analysis and discussion of significant issues in journalism and mass communication with a focus on related literature, research areas and policy developments.

JOUR 50133 Management of Public Relations and Advertising Departments/Firms or Agencies. The course will examine management techniques, tactics, concerns and issues in handling public relations and advertising departments within organizations, corporate and nonprofit, and agencies or firms, from small independent operations to subsidiaries of larger entities.

JOUR 50143 Social and Cultural History of the Media. Seminar designed to explore the history of mass media. Issues discussed in this class will improve historical knowledge about the mass media and give a foundation for understanding the professional development of journalism and mass communication.

JOUR 50163 Issues and Crises in Public Communication. The course covers the way issues of public concern are detected by news media and by public relations and advertising strategists as the issues develop, and it examines how communication of government policies as well as corporate and non-profit organization's concerns affect perceptions and subsequently public opinion.

JOUR 50173 International Reporting. Prerequisite: JOUR 30203, or permission of instructor. The course will critically analyze the coverage of international affairs by U.S. and other media. It will help the student develop competency in researching, analyzing and reporting about international issues, including the impact of international communication.

JOUR 50183 Media Management and Leadership. Dramatic changes in technology and in the media's role in converging technologies require new management and leadership techniques and paradigms. Students will discuss existing case studies examining these changes. This course will give students a survey of some of the latest management and leadership theories, including a new sense of social responsibility. They will apply these theories to a number of different competitive, structural, motivational, strategic, and organizational problems of the media, primarily by solving problems in existing case studies and by writing original case studies.

JOUR 50193 Economics and Finance of the Media. The course will examine the economic environment and financial practices of the mass media, including the World Wide Web. The course will also examine how the media are affected by advertisers, competition, financial markets, and other economic forces. Understanding and structuring debt and equity, valuing media companies, and writing a business plan are included in the course work.

JOUR 50333 Advertising and the Consumer. This course presents theories and models from psychology, sociology, marketing and communications to examine consumers -- how they react to advertising and promotion and their subsequent consumer behavior.

JOUR 60113 Research Methods in Journalism and Mass Communication. Introduction to quantitative and qualitative methodologies used in the study of mass communication, including surveys, content analyses, experimental designs, historical research and case studies.

JOUR 60123 Mass Communication Theory. An introduction to the theoretical aspects of how people communicate, investigating the purpose of communication, the variables involved in communicating and the effects---successes and failures of the communicative act.

JOUR 60133 Media Ethics. Principles of ethical journalism from the articulated ideals, codes and practice in the field. Examines the moral dilemmas facing media professionals from the approach of thinking through ethical problems, considering differences of judgment, and evaluating the performance of the media.

JOUR 60143 Literature of Mass Communication. Examination of literary works in journalism and mass communication. The course is designed to connect a journalism education to broader social science concepts in a manner that should stimulate critical thinking about the role of the media in American and international societies.

JOUR 60153 Project in Broadcast Journalism. This course will allow the student to take a real-world problem or opportunity that has a strong research component and develop it for course credit and for

application on the job. The course is designed to afford students interested in broadcast journalism the opportunity to identify and extensively research a community or a broadcast issue or problem.

JOUR 60163 Project in Print/Internet Publications. This course will allow students the opportunity to take a workplace problem that has a strong research element and develop it for application on the job. Such a project could be developing a proposal for a series of stories on a major issue, preliminary work on an investigative series using social science research techniques, performing a management case study, conducting research on readership, or identifying the type of sources used in stories.

JOUR 60173 Project in Advertising/Public Relations. This course will allow students an opportunity to take a workplace problem that has a strong research component and develop it for course credit and for application on the job. Projects could be creating a campaign, developing a program for a special public, such as an ethnic group or a particular age group, exploring new policies to solve workplace difficulties or potential problems, studying the way different publics view the organization with the idea of placing that opinion more in line with management objectives, planning a Web site or any other workplace assignment that lends itself to research and writing a proposal

JOUR 60183 Public Relations and Advertising in International Practice. An in-depth look at determinants that affect the way both nonprofit and profit-making organizations must function based on elements such as government, media ownership, culture and social structures. The course also examines commercial free speech as it functions in the USA and how communication efforts and persuasive strategies must be changed or adapted for other countries and regions.

JOUR 60193 Global Cases and Campaigns. A study of persuasive cases and campaigns that are international in scope. Documented cases will be reviewed for insight into elements that contributed to the effectiveness of the effort, and campaigns, such as some United Nations health campaigns that will be studied for their tactics and strategy as adjusted for different cultures.

JOUR 60203 Integrated Marketing Communications. This course provides an introduction to the components and considerations involved in integrated marketing communications (IMC) strategy decisions. The course will consist of an overview and discussions of assigned readings and cases, guest speakers, and either a research project or applied project for a client.

JOUR 60970 Special Problems: Journalism and Mass Communication. A conference course designed to give an individual student or group of students opportunities for additional specialized work in a particular area of concentration. (Maximum of 3 hours credit per semester may be repeated for maximum of 6 hours credit.)

JOUR 60980 Special Problems in Advertising/Public Relations. A conference course designed to give an individual student or group of students opportunities for additional specialized work in a particular area of concentration. (Maximum of 3 hours credit per semester; may be repeated for a maximum of 6 credit hours.)

JOUR 70903 Graduate Seminar. Graduate capstone seminar that introduces the concepts used in developing a thesis or professional project. Includes guidance on formulating a proposal, necessary theoretical concepts and organizational structure of the project or thesis.

JOUR 70980 Thesis. Thesis.

JOUR 70990 Thesis. Thesis.

Communication Studies

[Overview](#)

[Master of Science in Communication Studies](#)

[Combined Masters/Bachelors 3/2 Program](#)

[Courses of Instruction](#)

Overview

The Department of Communication Studies offers a Master of Science degree in Communication Studies and a combined Masters/Bachelors 3/2 Program.

Master of Science in Communication Studies

Prerequisites: Bachelor's degree, including at least 15 hours in Communication Studies and 9 hours in related areas.

The graduate major consists of 36 credit hours, including two basic plans.

Plan I: The **non-thesis** plan includes 36 hours of course work. A student electing this option must successfully complete oral and written comprehensive examinations as specified by the graduate committee.

Plan II: The **thesis** plan includes 30 hours of course work and 6 hours of thesis. A student electing this option must successfully complete the thesis and satisfactorily pass an oral defense of the thesis.

General Information about Plan I and Plan II: At least 24 hours of a student's program must be at the 60000 level. With special permission from the graduate adviser, students may take up to 6 hours outside the department.

REQUIRED COURSES

COMM 60103 Introduction to Graduate Studies

COMM 60113 Interpersonal Communication

COMM 60123 Communication Education

COMM 60133 Communication Measurement

COMM 60173 Communication Research Methods

COMM 60183 Communication Theory

Combined Masters/Bachelors 3/2 Program

TCU Communication Studies Majors may earn both a Bachelor of Arts or Science degree and a Master of Science degree in five years. Students may apply for the program after completing at least 106 semester hours and satisfying UCR and other degree requirements with the exception of 18 hours of elective courses. Students will complete 18 hours of graduate level courses during their fourth and fifth years of study satisfying the requirements for the Bachelor and Masters degrees.

To be eligible for the 3/2 program, students must formally apply for admission to the Speech Communication graduate program and meet the general requirements for admission to graduate study including, outstanding grade point average, letters of recommendation, and acceptable scores on the Graduate Record Examination's Verbal and Quantitative sections. Prospective 3/2 students must contact their advisory in the Department of Communication Studies or the Director of Graduate Studies for advisement.

Courses of Instruction

COMM 50223 Nonverbal Communication. Prerequisite: Majors only, senior or graduate standing. Review and critical analysis of theory and research applied to social, vocational and educational settings.

COMM 50233 Measurement of Communication. 1.) Prerequisite: Senior or graduate standing. A study of principles of measurement theory, tactics for measuring communication variables, techniques of analysis and presentation of data, instruments and apparatus, and classic research studies in measuring communication behavior. 2.) Study of principles of measurement theory, tactics for measuring communication variables, techniques for analysis and presentation of data, instruments and apparatus and classic research studies in measuring communication behavior.

COMM 50970 Special Problems in Communication Studies. Prerequisite: Senior or graduate standing. Specialized work in student's area of concentration. 1-6 semester hours, 3 hours maximum per semester.

COMM 60103 Introduction to Graduate Studies. Overviews the history and scope of the field of Communication Studies; examines the process of research and publication, including an emphasis on APA writing style.

COMM 60113 Interpersonal Communication. Review of advanced theoretical constructs and recent research related to interpersonal communication. Comprehension, critical evaluation and applications will be stressed.

COMM 60123 Communication Education. Review and analysis of communication theory and research in instructional settings.

COMM 60133 Communication Measurement. Study of principles of measurement theory, tactics for measuring communication variables, techniques of analysis and presentation of data, instruments and apparatus, and classic research studies in measuring communication behavior.

COMM 60143 Communication and Social Influence. Explores issues of influence, compliance and resistance in interpersonal relationships from a social science perspective. Influence reciprocity and consequences to relationships

are examined as effects of everyday social interaction.

COMM 60153 Topics in Communication. Examines communication in the context of various contemporary social issues. Course topics may vary. Course may be repeated for credit for up to 9 hours.

COMM 60163 Organizational Communication. Addresses advanced concepts, issues and research methodologies applicable to communication processes in contemporary organizations.

COMM 60173 Communication Research Methods. Introduction to philosophy of graduate research; study of inferential and descriptive analysis, as well as correlational and experimental methodology and design.

COMM 60183 Communication Theory. Examination and evaluation of social, psychological and linguistic theory applied to human communication behavior.

COMM 60193 Advanced Research Methods in Communication Studies. Application of communication principles to organizational practice and/or research projects.

COMM 60203 Family Communication. Examines current theoretical perspectives, concepts, and research methodologies applicable to communication processes in families.

COMM 60970 Directed Study in Communication Studies. Opportunity for individual work in a specialized area of concentration within the Speech Communication discipline.

COMM 70970 Research Problems. Advanced research on special problems in speech communication. Content will vary according to the needs and interests of students and faculty.

COMM 70980 Thesis. Prerequisite: Permission of chair.

COMM 70990 Thesis. Thesis

College of Education

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Mission

The mission of the College of Education is to develop effective, ethical educators with a passion for learning. We meet that mission by offering excellent graduate programs taught in small classes by professors who know their students well. Educational experiences are designed so that students can grow personally and professionally to become leaders in their field.

Programs

Master of Education degrees are offered with majors in the following areas:

- Curriculum Studies
- Counseling
- Elementary Education
- Special Education
- Educational Administration
- Science Education

Four-One Programs result in a Master of Education degree and are options for students earning undergraduate degrees at TCU in the following areas:

- Elementary Education
- Middle School Education
- Secondary School Education

Doctoral degrees are offered in the following areas:

- Ph.D. in Educational Studies: Science Education
- Ed.D. in Educational Leadership
- M.B.A./Ed.D. Joint Program in Educational Leadership

Graduate Admission Philosophy

Texas Christian University's admissions standards stated in the :Admissions/Overview portion of the graduate catalog are used in the College of Education admission process. Students who do not meet these standards may provide alternative evidence in the form of GRE scores, scores on the Miller Analogies Test, or strong advocacy from a TCU faculty member from whom the student has taken classes.

Application Checklist for Admission

Because applications are considered in light of multiple criteria, incomplete applications cannot be accepted. A complete application consists of:

- The completed application form. The application form may be obtained from the College of Education website (www.coe.tcu.edu) or the Graduate Studies Office.
- An essay stating your reasons for applying to the graduate program (200 words or less)
- Two official transcripts from each college or university previously attended. Transcripts must be sent directly to the College of Education Graduate Studies Office from the university or college (TCU transcripts not required)
- One letter of recommendation attesting to your character and ethical conduct from a person who knows you well (Include contact information for follow-up)
- Two letters of recommendation attesting to your competence, character and ethical conduct in professional settings. (Include contact information for follow-up)
- Official TOEFL scores for non-native English speakers
- Evidence of current criminal record search
- Personal interviews for students applying to the Counseling Program or Ed.D. in Educational Leadership, .
- Recent acceptable Graduate Record Examination scores for students applying to the Ph.D. in Science Education and the Ed.D. in Educational Leadership.
- A writing sample, 10-15 pages, exclusive of notes and works cited demonstrating appropriate academic writing skills needed for success in a graduate program for the Ph.D. in Science Education and Ed.D. in Educational Leadership programs
- Application fee of \$50 made payable to TCU

All TCU College of Education graduate applications may be accessed on the website (www.coe.tcu.edu)

Admission Deadlines

M.Ed. applications are due:

- November 16 for spring admission

- March 16 for summer admission
- July 16 for fall admission

Joint MBA/Ed.D in Educational Leadership and Ed.D. in Educational Leadership applications are due:

- May 1 for fall admission

Ph.D. in Educational Studies: Science Education applications are due:

- February 1 for fall admission

Courses of Instruction

EDAD 60103 Administrators, Schools and Districts. Relationships between different organizational patterns and administrative practices will be explored as well as the role of authority and decision making structures. Required of all majors in Educational Administration.

EDAD 60113 Administrators and Teachers. It will include concepts and issues derived from leadership, supervision, and law.

EDAD 60123 Administrators, Parents and Children. Foci will include community relations, communication, creating orderly, productive learning environments, and law.

EDAD 60133 Trends and Issues in Educational Administration. The course will normally be taught collaboratively with practicing administrators.

EDAD 60143 Administrative Life. This course is normally taken concurrently with EDAD 70200 Internship in Educational Administration. The course synthesizes prior course work, integrates new experiences from the Internship, and considers the alternatives each individual confronts in developing an administrative life, the jobs, technical and ethical demands, stresses and satisfactions.

EDAD 70001 Doctoral Pro-Seminar. This course may be taken twice for a total of 2 semester hours.

EDAD 70003 Foundational Readings Educational Administration. This course will examine the professional and intellectual history of educational administration.

EDAD 70013 Legal and Social Environment of Education. Educational institutions operate within an environment that requires relationships with families, employees, and other private and public institutions. The primary focus of this course will be state and federal laws that regulate these relationships, with attention paid as well to social and political forces that influence the enforcement of laws.

EDAD 70023 Managing Instructional Processes. High achieving districts are led by administrators that focus on academic programs, set attainable goals, continuously assess the curriculum, evaluate staff and teachers, and assess student achievement. This course will highlight the importance of instructional leadership and of developing effective evaluation processes as well as professional development opportunities.

EDAD 70033 Ethical and Moral Dimensions of Educational Leadership. This course emphasizes enduring educational problems and fundamental philosophical issues, concepts that feature centrally in educational discourse, ethical standards and dilemmas, and conceptual analysis as a means for clarifying decisions regarding educational policy and practice.

EDAD 70200 Internship in Educational Administration. Planned program of leadership responsibilities in an educational institution or agency, commensurate with the student's graduate program, certification objectives, and employment goals. Emphasis on research application in a field-based setting. Responsibilities and projects are under the direction of the academic advisor and on-site supervisor.

EDAD 80206 Internship. A semester-long internship providing leadership experiences in an educational or corporate setting commensurate with the student's doctoral program. This course can be repeated three times for a total of 18 semester hours.

EDEC 50143 Early Childhood Curriculum. Prerequisite: Admission to the Teacher Education Program or written permission of the Dean, College of Education. The study of basic principles underlying curriculum construction and instructional practices in early childhood and primary education.

EDEC 60133 Play and Creativity. Research-based methods for creating experiences and environments for young children that support playful and creative learning opportunities. Current research and issues around appropriate practices with young children will be included.

EDEC 60173 Practicum in Early Childhood Education. All-day observation and supervised teaching for a period of six weeks in the public schools. Accompanying regularly scheduled class meetings on the campus for the entire semester for the purpose of developing competencies and professional growth.

EDEC 60223 The Young Child. Study of research on behavior of young children and application to planned learning experiences.

EDEL 60813 Infant/Toddler Development and Intervention. Examines: the overall development of the infant and toddler from birth to three years; specialized services and early intervention; assessment strategies; collaboration skills; biomedical ethics and issues; care and collaboration of the medically fragile; methods and strategies to support and set up developmentally appropriate learning environments; federal rules and regulations of Part C under IDEA.

EDGU 50223 Helping Relationships. Examination and practice of specific skills and processes essential to the development of helping relationships. Emphasis is placed on the development of interpersonal skills and professional ethics necessary to counseling.

EDGU 50323 Small Group Dynamics. Study of the group as an interaction system, including: group process, group roles, guidelines for group selection and guidance, techniques for facilitating interaction, strategies for building credibility in groups, and the impact of life styles on group needs.

EDGU 60113 DSM: Diagnosis and Treatment. Overview of DSM disorders, their prevention and treatment.

EDGU 60123 Ethical and Legal Issues in Counseling. Prerequisites: Admission into counseling program or graduate degree in counseling; An examination of the ethical and legal concerns in counseling and the implication of these on students, administrators, teachers, parents, and the community at large.

EDGU 60143 Counseling Interventions. Prerequisite: EDGU 50223. Examination of techniques, strategies and methods of counseling; strategies to deal with resistant clients and acting out children; approaches to parent and professional consultation; crisis intervention issues and resources, and ethical and legal issues in the practice of counseling.

EDGU 60213 Intro to Marriage and Family Therapy. Examination of systems theory and the varying theoretical constructs, including strategic, structural, experiential, brief, and communication approaches.

EDGU 60233 Career Development and Information. Orientation to life planning and the world of work; theoretical models of career choice; examination of career information and resources and systems of career information utilization.

EDGU 60313 Motivating and Managing Students. Prerequisites: Admission into counseling program. Provide basic motivational and management procedures, which are applicable to a number of different educational environments. Emphasis is placed on the management of environments, instruction, and children behaviors, especially children with challenging behaviors.

EDGU 60383 Counseling Theories and Techniques. Orientation to established theories of counseling by examining and evaluating each theory's philosophical background, goals, and techniques and conceptualizing cases based on one's theoretical approach; consider issues in crisis counseling; and discuss ethical issues as they apply to hypothetical cases.

EDGU 60403 Theories of Student Development. Prerequisites: Admission into counseling program. This course explores the cognitive, affective, social, and moral development of young adulthood with a special emphasis on developmental and contextual risks and resiliencies that affect best practices in higher education.

EDGU 60423 Organization and Administration of Support Programs. Prerequisite: Admission into counseling program. This course involves the study of the history and philosophy of student development programs; standards of practice; organization, management, and leadership theories; ethical standards and principles; and management of programs and services.

EDGU 60613 Guidance and Counseling Programs. Focus the development and implementation of school guidance programs, the services essential for effectiveness, coordination of pupil services with other elements of the educational program, strategies to build community resources and relationships, and program evaluation needs.

EDGU 70103 Practicum I. Prerequisite: Admission to candidacy and successful completion of EDGU 50223, 50323 and 60383. Supervised application of counseling and guidance skills and concepts. A minimum of 150 hours is required of on-site experience, with a minimum of 75 hours of direct client contact.

EDGU 70203 Practicum II. Prerequisite: Admission to counseling program and successful completion of EDGU 50223, 50323 and 60383, 70103. Supervised application of counseling and guidance skills. A minimum of 150 hours is required of on-site experience, with a minimum of 75 hours of direct client contact.

EDGU 70223 Supervision in Counseling. Provide supervision of counselors-in-training under the supervision of supervising professor in class, schools, or agencies; examination of helper-helpee relationships through audiotape, videotape, observation, and in-class performance; the development of personal theory and strategies based on established theories and best practices of supervision in counseling.

EDGU 70323 Advanced Group Leadership. Application of advanced methods in group leadership integrating current theoretical knowledge with parallel experiences in intervention and techniques. Use of creative processes to facilitate group exploration in small group dynamics class for counselor trainees.

EDGU 70970 Special Topics in Guidance and Counseling. Focus on topics of interest to guidance counselors in schools and/or colleges and universities. Such topics might include sexual abuse, violence in dating and marriage, building resiliency in youth, family therapy, or other issues being raised by students, researchers, and/or society

EDMS 50023 Effective Teaching and Classroom Implementation. Prerequisite: Admission to the Teacher Education Program or written permission of the Dean, College of Education. As a part of the effective teacher model, this course will focus on instructional design and implementation, motivation of students to promote and enhance learning in the classroom; management issues pertinent to student behavior and learning outcomes; and preparation of a variety of formal and informal assessment strategies. (Offered as EDMS or EDSE credit.)

EDMS 50153 Literature for Adolescents. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Survey of reading interests of secondary school youth. Wide reading of classical and contemporary books for adolescents in the several teaching fields with specific attention to principles of selection and use in the middle school and high school.

EDMS 50173 Development of Written Communication. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. This course is a study of the developmental process of written communication as it relates to literacy development in upper elementary, middle school and high school students. This course will present methods of increasing students' written communication skills.

EDMS 50223 Practicum in Reading and ESL. Prerequisite: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Concurrent enrollment in EDUC 50503, Developing Communication Competencies of Linguistically and Culturally Diverse Students. The reading practicum provides an opportunity to prepare lessons and teach in a sheltered ESL classroom under the supervision of a cooperating teacher and TCU faculty.

EDMS 50613 Analysis of Literacy Problems. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Theory and techniques for using a variety of assessment strategies related to literacy development. Discussion and practice will be based on the interpretation of elementary and secondary students' performance on a variety of literacy tasks.

EDSE 50023 Effective Teaching and Classroom Implementation. Prerequisite: Admission to the Teacher Education Program or written permission of the Dean, College of Education. As a part of the effective teacher model, this course will focus on instructional design and implementation, motivation of students to promote and enhance learning in the classroom; management issues pertinent to student behavior and learning outcomes; and preparation of a variety of formal and informal assessment strategies. (Offered as EDMS or EDSE credit.)

EDSE 50153 Literature for Adolescents. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Survey of reading interests of secondary school youth. Wide reading of classical and contemporary books for adolescents in the several teaching fields with specific attention to principles of selection and use in the middle school and high school.

EDSE 50173 Development of Written Communication. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. This course is a study of the developmental process of written communication as it relates to literacy development in upper elementary, middle school and high school students. This course will present methods of increasing students' written communication skills.

EDSE 50213 Teaching in Bilingual Classrooms. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Methods and strategies in teaching the bilingual child; including English as a second language and Spanish as a first language. Observation and participation in bilingual classes required.

EDSE 50223 Practicum in Reading and ESL. Prerequisite: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Concurrent enrollment in EDUC 50503, Developing Communication Competencies of Linguistically and Culturally Diverse Students. The reading practicum provides an opportunity to prepare lessons and teach in a sheltered ESL classroom under the supervision of a cooperating teacher and TCU faculty.

EDSE 50613 Analysis of Literacy Problems. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Theory and techniques for using a variety of assessment strategies related to literacy development. Discussion and practice will be based on the interpretation of elementary and secondary students' performance on a variety of literacy tasks.

EDSE 60073 Seminar in Mathematics Education. The primary purpose of this course is to help you learn how to teach mathematics in secondary and middle school classrooms. We will learn the appropriate content and pedagogy for the 8-12 students. The course will be based on the available research in how all people learn mathematics. Heavy emphasis is placed on a variety of strategies including cooperative learning, technology, manipulatives, and cultural influences in mathematics education. Participants in the course are required to explore the research on effective practices.

EDSE 60333 Theory and Pedagogy of Science. This course considers the application of theories of teaching to the learning of science in school classrooms. As such, it utilizes a confluence of theory and evidence about how people learn science and how environments are best constructed to promote learning. This course examines current theories of science teaching in light of their assumptions and related empirical evidence.

EDSE 70011 Colloquium in the Profession of Science Education. The Colloquium in the Profession of Science Education is a one-hour course designed as an introduction to practical and theoretical issues of the profession as well as an induction into the practice of science education research as is designed for all graduate students. Class sessions may take the form of presentations made by faculty or students; lectures by guest speakers; roundtable on specific education issues; attendance at professional conferences; or information meetings. Students are required to take EDUC 70011 each fall during their program of study.

EDSE 70033 Scientific Inquiry and the Nature of Science. The Nature of Science is a hybrid arena consisting of aspects of the philosophy, history and sociology of science along with elements of the psychology of scientific observations all targeting the complete understanding of how science actually functions. This course is designed for individuals who are interested in learning more about the methods and goals of science, the role of scientists and the place of science in society science and how philosophical issues can and should be reflected in science teaching and learning. We will read and discuss selections from the works of major philosophers of science and commentaries on science education from a philosophical perspective. Throughout this course we will explore the content of the nature of science and use that knowledge as a guide in improving science instruction and developing philosophically appropriate science curricula.

EDSP 50013 Methods for Educating Students in Inclusive Settings. Prerequisite: Admission to the Teacher Education Program or written permission of the Dean, College of Education. How to adapt methods, techniques and classroom environments to help children with disabilities to be more successful in regular and special education classrooms.

EDSP 50663 Motivating and Managing Students in the Classroom. Prerequisite: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Research-based methods for creating positive classroom and school climates, organizing and managing classrooms, improving instruction, dealing with classroom discipline problems, and developing prosocial behaviors in children and youth.

EDSP 60233 Understanding Exceptional Children and Youth At-Risk. Examination of the diverse characteristics of children and youth with learning and behavior problems and the impact of these characteristics on social and academic development.

EDSP 60313 Educational Programs for Exceptional Children. Study of methods and materials appropriate for use with exceptional children.

EDSP 60323 Internship in Special Education. Field experience under direct supervision of a certified special education teacher in public or private school setting. Minimum of 200 clock hours required.

EDSP 60433 Issues and Practices in Collaboration. A review of current research and practices concerning the concept of shared responsibility between regular educators and special educators to provide coordinated and inclusive educational arrangements for all children and youth and to facilitate their success within the least restrictive environment.

EDSP 60453 Practicum in Educational Testing. Prerequisite: Permission of course instructor. Administration and interpretation of evaluative instruments in education and/or guidance settings.

EDUC 50003 Diversity in American Education. Prerequisite: Admission to Teacher Education Program or written permission of the Dean, College of Education. This course will equip educators with the necessary skills for multiethnic school environments. It focuses on developing an awareness of how education is connected to wider structures of social, cultural, economic life and encourages not only critical examination, but also discussion of alternatives to the present reality.

EDUC 50043 Seminar in Children's Literature. Prerequisite: Admission to Teacher Education Program or written permission of the Dean, College of Education. Advanced study of literature for children with special attention to principles of selection and use in the elementary school curriculum.

EDUC 50063 Seminar in Teaching Gifted and Talented Children. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, School of Education. Advanced study of methods to identify, assess and teach exceptionally capable students. Major emphasis is on developing skills and teaching methods. Other aspects cover guidance counseling process, social/emotional needs, working with parents, and model school-district programs.

EDUC 50143 Theories of Human Development. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, School of Education. Selected theories of human behavioral, social, and emotional development.

EDUC 50203 Programs in Bilingual Education. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. The rationale for bilingual-bicultural education including a survey of current programs. Includes lab experiences in public school classes.

EDUC 50213 Seminar in Bilingual Education. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Methods and strategies in teaching the bilingual child; including English as a second language and Spanish as a first language. Observation and participation in bilingual classes required.

EDUC 50253 Technology Applications in Education. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, School of Education. An introduction to using educational technology for professional productivity and instructional purposes. Includes familiarity and operational skills with word processing, spreadsheets, databases, graphics, desktop publishing, telecommunications, instructional software and multimedia authoring programs.

EDUC 50263 Cybercommunication in Education. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Educational applications of computers and the Internet for communicating information. Students will develop skills in locating, organizing, interpreting, analyzing, evaluating, designing, and communicating various types of digital information (e.g., online discussions, desktop publishing, multimedia, and web sites). They will consider ethical and societal issues related to cybercommunication and instruction.

EDUC 50313 Foundations of Literacy. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. The study of the theoretical bases for literacy instruction. Research from linguistics, cognitive psychology, and sociology will be studied as related to recommendations for practices in literacy instruction.

EDUC 50503 Developing Communication Competencies of Linguistically and Culturally Diverse Students. Prerequisites: Admission to Teacher Education Program or written permission of the Dean, College of Education, and concurrent enrollment in EDMS/EDSE 50223, or permission of the instructor. Principles and practices of first and second language acquisition as they relate to the development of communication skills. Emphasis is placed on the interrelatedness of language processing (reading, writing, speaking and listening) to facilitate the learner's ability to construct meaning. Strategies to enhance social-communicative and cognitive-academic language competence, and self-directed learning are addressed. Assessment procedures appropriate to second-language learners are introduced.

EDUC 50513 Curriculum and Instruction in the Second Language Learning Classroom. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Curricular and instructional principles and practices to meet the academic development needs of first and second language learners in the classroom. Emphasis on strategies for providing content-area instruction and establishing learner-centered environments within various ESL settings. Texas requirements for second language learners are addressed. (Offered as EDEL or EDSE credit.)

EDUC 50643 Reading in the Secondary School. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Materials and methods for developing reading skills of the secondary school student in the various curriculum areas.

EDUC 50870 Directed Study in Education. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, School of Education. Study of specialized topics in Education.

EDUC 50970 Special Problems in Education. Study of specialized topics in Education.

EDUC 60013 Curriculum Theory. Addresses general principles and practices of curriculum development and curriculum change; organizational patterns for developing curriculum and implementing change.

EDUC 60043 Seminar in Elementary School Science. Advanced study of current issues in science education and of curricula, materials, and techniques utilized in the effective teaching of elementary school science.

EDUC 60053 Advanced Study of Literacy Instruction. Analyzes recent research, philosophies of instruction, curriculum development, literature, and assessments that can be used to improve students' reading, writing, and language abilities.

EDUC 60063 Seminar in Elementary School Mathematics. Advanced study of modern curricula, strategies and techniques utilized in teaching and upgrading mathematics instruction in the elementary school.

EDUC 60073 Seminar in Elementary School Social Studies. Advanced study of curricula, strategies, and techniques utilized in teaching and upgrading social studies instruction in the elementary school.

EDUC 60083 Seminar in Elementary School Language Arts. Advanced study of curricula, strategies, and techniques utilized in teaching and upgrading language arts instruction in the elementary school. The interrelationships of all areas of language arts are given primary emphasis.

EDUC 60120 The Role of the Inservice Teacher in Preservice Teacher Education. Study of the role of the Cooperating Teacher in a teacher education conference. Includes clinical supervision, mastery learning, observation skills, conferencing skills and program design.

EDUC 60153 Seminar in Promoting Literacy in the Subject Areas. Instructional strategies include ways to integrate reading, writing, and study strategies.

EDUC 60213 Thinking, Learning, and Teaching. Prerequisite: Previous coursework in either educational or developmental psychology or permission of instructor. This course focuses on using learning theories and theoretical concepts that are an integral part of teaching and educational practices. Students will gain insights and skills for applying psychological principles to solve authentic problems drawn from personal experiences in education and from case studies and other course readings.

EDUC 60253 Historical and Philosophical Foundations of Education. Philosophic positions and the implications of these viewpoints on one's approach to and resolution of educational issues and questions will be examined.

EDUC 60293 Curriculum Workshop. Prerequisite: At least one year's teaching experience and approval of instructor. Provides for development of curriculum materials and strategies for specific subject areas; application of curriculum theory to school and classroom situations.

EDUC 60313 Educational Assessment. Characteristics of tests, constructs, scoring, interpreting, evaluation, and test-taking skills as a form of problem-solving are included.

EDUC 60513 Practicum in Education. Practical experiences in an educational setting designed to sensitize the student to the challenges of transforming theory into practice. This course may be repeated for credit.

EDUC 60810 Seminar in Educational Research. May be repeated up to 13 hours.

EDUC 60823 Educational Evaluation. Evaluation of programs, curriculum projects, accreditation standards, and personnel appraisal are explored using different approaches to evaluation. Other topics include purpose, qualitative and quantitative evaluation design and data-collecting methods, sampling techniques, and reliability and validity. Particular emphasis is placed on case study for the purpose of planning, conducting and writing the evaluation for presentation to stakeholders.

EDUC 60980 Internship. Supervised experience which emphasizes the application of theories of curriculum and instruction in a field-based setting. Options include the introduction of innovative teaching practices into a school or other educational setting or research focused on instructional practices. Graduate students in Education who possess a bachelor's degree with a non-education major and who have completed the specified course work may choose to apply the internship for certification purposes with the approval of the department. 1-6 semester hours with no more than 6 semester hours applied to the Master's degree)

EDUC 70870 Advanced Directed Study in Education. Advanced research on specialized topics in Education.

EDUC 70903 Treatise. Students complete a paper under the advisement of a faculty member in the department.

EDUC 70953 Research in Education. Students are expected to gain an appreciation of the complexities of the research process, ways of conducting research, and a sense of the power and constraints of the various perspectives within which educational questions are pursued.

EDUC 70961 Apprenticeship in Research. Prerequisites: EDUC 70953, or permission of the instructor. Students engage in authentic research by apprenticing with one or more faculty members who have vigorous research agendas. A minimum of three hours of internships is required of all Curriculum Studies students. Course structure, requirements, readings, schedule, and grading criteria will be determined by mentoring faculty as relevant to research project.

EDUC 70963 Qualitative Inquiry. Prerequisite: EDUC 70953 or permission of the instructor. This course theoretically and practically explores qualitative inquiry as interpretive, constructivist, and naturalistic forms of research. The course will focus on understanding the philosophical assumptions and historical context of qualitative inquiry, and students will work on research projects throughout the semester in order to learn and practice research design, IRB proposal writing, data collection, data management, data analysis, and writing for research presentations and professional publication. Course assignments will assist students in developing the skills and talents necessary for qualitative researchers. The ethics of qualitative inquiry and the ways it attends to the positionality of researchers, research participants, and researcher-participant relationships will also be explored.

EDUC 70970 Special Problems in Education. Prerequisite: Approval of advisor and instructor in course.

EDUC 70980 Thesis. Prerequisite: Admission to Candidacy.

EDUC 70990 Thesis. Thesis

EDUC 90980 Dissertation. Dissertation. A maximum of six hours may be taken.

EDUC 90990 Dissertation. Dissertation. May be taken for a total of six semester hours.

Master of Education Degrees

[Master of Education Degrees \(M.Ed.\)](#)

[Major in Curriculum Studies](#)

[Major in Counseling](#)

[Major in Elementary Education](#)

[Major in Special Education](#)

[Major in Educational Administration](#)

[Major in Science Education](#)

Master of Education Degrees (M.Ed.)

The M.Ed. is a professional degree with majors in elementary education, special education, curriculum studies, counseling, educational administration and science education. The programs are designed to prepare students for reflective leadership in professional roles. Each program requires 36 hours of course work.

Major in Curriculum Studies

The M.Ed. with a major in Curriculum Studies arises from a re-conceptualized approach to studying questions such as - What is knowledge - Who gets to decide - in light of critical scholarship leading to democratic community building and an ethic of social action that honors diversity and demands respect for all people. Curriculum studies critically examines educational issues and policies in light of scholarship in psychology, philosophy and social foundations as well as scholarship in education. Students come from many professional backgrounds, such as schools, businesses, non-profit organizations and government agencies. They share a desire to assume leadership roles in solving educational problems in these settings.

Major (24 hours)

EDUC 70963 Qualitative Inquiry

EDUC 70953 Research in Education

EDUC 60810 Advanced Educational Research Seminar: Piaget

EDUC 60810 Advanced Educational Research Seminar: Vygotsky

EDUC 60810 Advanced Educational Research Seminar: Freire

EDUC 60810 Advanced Educational Research Seminar: Pinar and Slattery

EDUC 50003 Diversity in American Education

Research (3 hours)

In consultation with their advisor, students will enroll in 3 one-hour research apprenticeships:

EDUC 70961 Apprenticeship in Research

EDUC 70961 Apprenticeship in Research

EDUC 70961 Apprenticeship in Research

Culminating experience: (3-6 semester hours)

Students may write a thesis, culminating in an oral defense, or a treatise.

Electives (6-9 hours)

In consultation with their advisor, students may select 6-9 hours from courses offered in Education.

Major in Counseling

The M.Ed. with a major in counseling provides three specialization options:

- Specialization I: School Counseling
- Specialization II: Student Affairs
- Specialization III: Child-Life Specialization

All specializations are designed to provide students with the necessary counseling skills and external resources to provide individual, preventive, responsive, and support services to counseling programs.

Specialization I offers an M.Ed. in Counseling and the option to pursue certification in school counseling. All counseling classes can be applied to Texas professional licensure. The M.Ed. with a major in school counseling meets the requirements of the State Board of Educator Certification and follows the guidelines for certification in school counseling. The following courses are required.

School Counseling: Major (36 semester hours)

EDUC 50003 Diversity in American Education

EDUC 60313 Educational Assessment

EDUC 70953 Research in Education

EDUC 50143 Theories of Human Development

EDGU 50223 Helping Relationships

EDGU 60223 Career Development and Information

EDGU 50323 Small Group Dynamics

EDGU 60143 Counseling Interventions (Pre-requisite: EDGU 50223)

EDGU 60383 Counseling Theories and Techniques

EDGU 60613 Guidance and Counseling Programs

EDGU 70103 Practicum I (150 hours)

3 hours of elective study in a similar area Field Experience

If students choose Specialization I, they must pass the practice TExES exam before taking the state exam for counseling in schools.

School Counseling Certification Only:

The certification in school counseling meets the 30-hour requirement of the Texas State Board of Education. Students who have completed a master's degree in education or the equivalent may be admitted to the program for school counselor certification. The 30-hour certification program qualifies a student to take the TExES exam for school-counseling certification, provided the student has completed all course work successfully and has two years of teaching experience in an accredited public or private school. The following courses are required:

Professional Studies

EDUC 50003 Diversity in American Education
 EDUC 60313 Educational Assessment
 EDGU 50223 Helping Relationships
 EDGU 60223 Career Development and Information
 EDGU 50323 Small Group Dynamics
 EDGU 60143 Counseling Interventions
 EDUC 50143 Theories of Human Development
 EDGU 60383 Counseling Theories and Techniques
 EDGU 60613 Guidance and Counseling Programs
 EDGU 70103 Practicum I

Probationary School Counseling

Students requesting probationary certification must do so at a school district's request. The student must have successfully completed the following courses:

EDGU 60613 Guidance and Counseling Programs
 EDGU 50223 Helping Relationships
 EDGU 50323 Small Group Dynamics
 EDGU 60143 Counseling Interventions

Specialization II is designed to prepare students to work in colleges and universities in the area of student affairs. This option provides individuals with the necessary knowledge and skills to effectively provide counseling, consultation, and leadership to individuals and groups, and to enhance learning, as well as personal and professional development in the university setting. The following courses are required in the 36-hour Student Affairs Counseling program.

Foundational Studies (9 hours) including:

EDUC 50003 Diversity in American Education
 EDUC 60823 Program Evaluation
 EDUC 70953 Research in Education

Professional Studies (21 hours):

EDGU 50223 Helping Relationships
 EDGU 60223 Career Development and Information
 EDGU 50323 Small Group Dynamics
 EDGU 60143 Counseling Interventions
 EDGU 60383 Counseling Theories and Techniques
 EDGU 60403 Theories of Student Development
 EDGU 60423 Organization and Administration in Higher Education

Supervised Practicum (6 hours):

EDGU 70103 Practicum I
 EDGU 70203 Practicum II

If students who select Specialization II wish to add a specialization in School Counseling, they must successfully complete the following classes and pass the practice and actual TExES exam.

EDGU 60613 Guidance and Counseling Programs
 EDUC 60313 Educational Assessment
 EDUC 50143 Theories of Human Development

Specialization III prepares students to work as Child Life Specialists in hospitals, community health centers, and clinical/medical settings. Individuals will develop theoretical and practical knowledge related to prevention, education, and intervention approaches for working with children and their families coping with chronic or terminal illnesses.

To complete the Master of Education program in Counseling with an emphasis in Child Life, students must demonstrate their knowledge and skills through classroom assessments, demonstrations, and field application. This is accomplished in two stages. The first stage is admission to candidacy, in which the student must have successfully completed a minimum of 12 hours, including: EDGU 50223 Helping Relations, EDGU 50323 Small Group Dynamics, and EDGU 60143 Counseling Interventions.

Students are evaluated on interpersonal skills and therapeutic competencies to determine if they possess the necessary interpersonal and therapeutic skills to support children and families. Any remediation of problems in these areas must be made before the student can be admitted to candidacy. This decision is based on the clinical and professional judgment of the faculty.

The second stage includes successful completion of all courses required for the master's degree, including:

Professional Studies (12 hours)

EDUC 50003 Diversity in American Education
 EDUC 60313 Assessment
 EDUC 70953 Research in Education
 EDUC 50143 Theories of Human Development

Specialization (21 hours)

EDGU 50223 Helping Relationships
 EDGU 50323 Small Group Dynamics
 EDGU 60143 Counseling Interventions
 EDGU 60383 Counseling Theories and Techniques or
 EDGU 60113 DSM: Diagnosis and Treatment
 EDEC 60133 Play and Creativity
 EDGU 60213 Introduction to Marriage and Family
 EDUC 60813 Infant/Toddler Development and Intervention

Field Experience (3 hours)
 EDGU 70103 Practicum I

Child Life Specialist certification (not to be confused with school counselor certification) requires additional practicum and internship experiences that are not offered in the TCU program. Speak with your advisor about the field work necessary to earn certification.

Licensed Professional Counselors Program (LPC)

For those who wish to be a LPC in the state of Texas, 48 hours of graduate course work in counseling are required, which includes a Master degree or higher in counseling or a related field. For those who have a 36-hour Master degree, an additional 12 hours are required as specified by the Texas State Board of Examiners of Licensed Professional Counselors. Once these requirements are met, students are eligible to sit for the LPC exam administered by the State Board of Examiners for Licensed Professional Counselors. Once the individual passes the exam, he or she is eligible for the required 3,000-hour supervised internship. This internship is not supported or sponsored by the counseling program at TCU.

Students who wish to pursue the additional 12 hours will meet with their advisor to outline which courses are still needed to meet the state requirements, as these will vary from one individual to another. Course offerings include but are not limited to:

EDGU 70203: Practicum II
 EDGU 60113 DSM: Diagnosis and Treatment (required course for LPC)
 EDGU 60213 Introduction to Marriage and Family Therapy
 EDGU 60313 Motivating and Managing
 EDGU 70970 Special Problems (requires permission from the instructor)
 EDGU 70323 Advanced Group Processes (requires permission from the instructor)
 EDGU 60403 Theories of Student Development
 EDGU 60463 Organization and Administration of Student Services

Course Offerings:

Other course offerings in counseling that may be used toward electives or licensure as a professional counselor in Texas include:

EDGU 60113 DSM: Diagnosis and Treatment,
 EDGU 60123 Legal and Ethical Issues in Counseling
 EDGU 60213 Introduction to Marriage and Family
 EDGU 60313 Motivating and Managing
 EDGU 70323 Advanced Group Leadership (Pre-requisite: EDGU 70103, EDGU 50223, EDGU 50323, permission of the instructor)
 EDGU 70223 Supervision in Counseling (Pre-requisite: Master's degree in Counseling and permission of the instructor)
 EDGU 70203 Practicum II (150 hours) (Prerequisite: Practicum I)

Major in Elementary Education

Students receiving the M.Ed. with a major in elementary education complete a 36 credit hour program that provides a solid knowledge base and background in the theoretical and practical aspects of the educational contexts in which teaching and learning occur. TCU graduate students gain expertise both in current pedagogy and in pedagogical content knowledge that contribute to more effective teaching. The program is designed to allow educators to deepen their understanding of young learners and to increase their skills for working successfully in today's schools or in other non-traditional or community educational environments. The program includes an emphasis on meeting the needs of diverse children in urban environments and a research experience that culminates in either a treatise or thesis.

Prerequisites include completion of a bachelor's degree and initial teacher certification.

Core (12-15 semester hours)

EDUC 50003 Diversity in American Education
 EDUC 60313 Educational Assessment
 EDUC 70953 Research in Education
 Thesis, treatise or internship (3-6 hours)

Major (21-24 hours)

In consultation with an academic advisor, students may choose a major that provides for specialization in English as a second language (ESL) or bilingual education, early childhood education, pedagogy in math/science/technology, literacy, urban education, or other areas.

The major must include EDUC 50503 Developing Communication Competencies of Linguistically and Culturally Diverse Children unless the student already holds a state-recognized supplemental certification for teaching ESL students.

Major in Special Education

The Master of Education with a major in special education is a 36 credit-hour program that prepares educators to work directly with students with disabilities and as collaborators with families, other professionals, and administrators. The program is designed for students who are already certified in elementary education or special education. Students use their elective hours to build resource areas (e.g. early childhood; ESL; technology;

educational administration) compatible with their interests in special education.

Major (24 hours)

EDUC 60213 Thinking, Learning and Teaching
 EDUC 60253 Historical and Philosophical Foundations of Education
 EDUC 60313 Educational Assessment
 EDUC 70953 Research in Education
 EDSP 60313 Educational Programs for Exceptional Children
 EDSP 60233 Understanding Exceptional Children and Youth At-Risk
 EDSP 50013 Methods for Educating Students in Inclusive Settings
 EDSP 50663 Motivating and Managing Students in the Classroom

Minor (6-9 hours)

Courses are selected with approval of a graduate advisor to complement the student's interest in special education.

Treatise or Internship (3-6 hours)

EDUC 70903 Treatise OR
 EDSP 60323 Internship in Special Education

Major in Educational Administration

The M.Ed. with a major in educational administration is a non-thesis program that prepares individuals to serve as elementary and secondary principals, supervisors, and central office staff in public and private schools.

Students are encouraged to minor in another area in the College of Education, such as special education, counseling or early childhood. The reason for this marriage is that educational leaders work in educational settings, not as generic managers. This ensures that educational administrators remain active learners in matters of teaching and learning.

Major (24 hours)

EDUC 60253 Historical and Philosophical Foundations of Education
 EDUC 70953 Research in Education
 EDUC 50003 Diversity in American Education
 EDAD 60103 Administrators, Schools and Districts
 EDAD 60113 Administrators & Teachers
 EDAD 60123 Administrators, Parents & Children
 EDAD 60133 Trends & Issues in Administration
 EDAD 60143 The Administrative Life

Minor (12 Hours)

EDAD 70200 Internship in Educational Administration
 EDUC 60313 Educational Assessment or EDUC 60823 Educational Evaluation
 EDXX 60XXX {An Elective Graduate Course in Curriculum or Pedagogy}
 EDXX 60XXX {An Elective Graduate Course in Curriculum or Pedagogy}

Students earning principal certification must take and pass the practice exam before being recommended to take the TExES examination for principal certification.

Major in Science Education

The M.Ed. with a major in Science Education is designed to prepare students to teach science in the K-12 arena and to assume leadership roles in science education. Therefore, applicants should hold a teaching certificate in a science field from the state of Texas or the equivalent. Applicants who do not hold a teaching certificate in a science field will have to complete a total of 24 hours of science content as required by the state of Texas for a teaching certificate.

Major (21 hours of education courses)

Students must take EDSC 60333 (Theory and Pedagogy in Science Instruction) and 6 other courses from the following:

EDUC 60253 Historical & Philosophical Foundations of Education
 EDUC 50143 Theories of Human Development
 EDUC 60013 Curriculum Theory
 EDUC 70953 Research in Education
 EDSC 60810 Seminar: Special Topics in Science
 EDUC 50003 Diversity in Education
 EDUC 60313 Educational Assessment
 EDUC 60213 Thinking, Learning, & Teaching

Nine hours of science content courses)

9 hours of science content electives (Courses must be approved by the advisor)

Thesis (6 hours)

EDUC 70980 and EDUC 70990 Thesis

Three-Two Options

[Four-One Option for TCU Undergraduate Students](#)

[Four-One Option for TCU Elementary Education Undergraduate Majors](#)

[Four-One Option in Middle School Education for TCU Undergraduate Students](#)

[Four-One Option in Secondary Education for TCU Undergraduate Students](#)

[Courses of Instruction](#)

Four-One Option for TCU Undergraduate Students

Available only to TCU undergraduates obtaining a baccalaureate degree leading to teaching certification in Elementary, Middle School Education, or Secondary Education, the four-one option allows outstanding students to combine a bachelor's degree with the Master of Education (M.Ed.) in five years. Students are eligible to apply for admission to the graduate program in the College of Education during the semester they complete 90 hours of undergraduate coursework. To be considered for admission to the four-one option, students must submit a graduate program application packet. Only candidates demonstrating superior undergraduate academic performance and strong recommendations are considered for admission to the four-one option. If admitted to the four-one option, students complete up to 12 semester hours of the M.Ed. program during the fourth year of undergraduate study. Candidates must work with their undergraduate advisor to determine how the courses will apply to the undergraduate degree. At the end of the fourth year, assuming that all other graduation requirements are met, the student earns his or her baccalaureate degree. During their fifth year, the student completes the remaining semester hours toward the M.Ed. degree. Students intending to pursue a four-one option should make their plans known as early as possible to faculty members in the College of Education to ensure proper advising.

Four-One Option for TCU Elementary Education Undergraduate Majors

Major in Elementary Education

The four-one option in elementary education allows outstanding students who are earning a baccalaureate degree in Elementary Education at TCU to earn a M.Ed. by completing a fifth year of study at the graduate level. These students are prepared to work in pre-kindergarten through elementary grade settings.

Graduate classes taken senior year:

EDUC 60313 Educational Assessment

EDSP 50663 Motivating & Managing Students in the Classroom

EDUC 60980 Internship

Graduate Classes Taken Fifth Year as Full-Time Graduate Student:

EDUC 70953 Research in Education

EDUC 60213 Thinking, Learning & Teaching

EDUC 60810 Advanced Research: Play

EDSP 60233 Understanding Exceptional Children & Youth At-Risk

EDUC 50003 Diversity in American Education

EDEC 60223 Young Child

2 Electives

*See advisor for program of studies.

Major in Elementary Education with an Emphasis in Child Life

The four-one M.Ed. in Elementary Education with an Emphasis in Child Life prepares students to work as Child Life Specialists in hospitals, community health centers, and clinical/medical settings. Individuals will develop theoretical and practical knowledge related to prevention, education, and intervention approaches for working with children and their families coping with chronic or terminal illnesses and medical procedures. Students must speak with their advisor regarding the sequence of course work. Courses include

Professional Studies (12 semester hours)

EDGU 60383 Counseling Theories

EDSP 50663 Motivation & Management

EDUC 60980 Internship

Specialization (24 hours)

EDUC 70953 Research in Education

EDSP 60313 Assessment

EDUC 60810 Advanced Research: Play

EDUC 50143 Theories of Human Development

EDUC 60223 The Young Child

EDGU 50323 Small Group Dynamics

EDGU 50223 Helping Relations

EDUC 60813 Infant/Toddler Development and Intervention

Child Life Specialist certification requires additional practicum and internship experiences that are not offered in the TCU program. Speak with your advisor about the field-work necessary to earn certification.

Major in Special Education

The four-one option in special education prepares outstanding students who are earning a baccalaureate degree in Elementary Education at TCU to earn a M.Ed. by completing a fifth year of study at the graduate level. These students are prepared to work in pre-kindergarten through elementary grade special education settings.

Graduate classes taken senior year:

EDUC 60313 Educational Assessment

EDSP 50663 Motivating and Managing Students in the Classroom

EDUC 60980 Internship

Graduate Classes Taken Fifth Year as Full-Time Graduate Student:

EDUC 70953 Research in Education
 EDUC 60213 Thinking, Learning & Teaching
 EDSP 60313 Educational Programs for Exceptional Children
 EDSP 60233 Understanding Exceptional Children and Youth At-Risk
 EDUC 50003 Diversity in American Education
 EDSP 50113 Methods for Educating students in Inclusive Settings
 2 Electives

Treatise

EDUC 70903 Treatise
 Oral exam

Applications to the four-one option for undergraduate Elementary Education majors must be submitted by March 16 for fall admittance.

Four-One Option in Middle School Education for TCU Undergraduate Students

The four-one option in middle school education prepares students who have a baccalaureate degree to become certified to teach in 4th through 8th grade. It is assumed that persons seeking this degree will already have completed at least one teaching field as required for Texas teacher certification. For additional information see teaching fields for middle-school education in the College of Education section of the TCU Undergraduate Studies Catalog.

Major (30 Hours)

EDUC 60213 Thinking, Learning, & Teaching
 EDSP 60233 Understanding Exceptional Children and Youth At-Risk
 EDUC 50003 Diversity in Education
 EDUC 60313 Educational Assessment
 EDUC 70953 Research in Education
 EDUC 60810 Seminar in Educational Research: Middle School Education
 EDMS 50023 Effective Teaching and Classroom Implementation
 EDSP 50663 Motivating and Managing Students in the Classroom
 ELECTIVE
 ELECTIVE

Internship (6 hours)

EDUC 60980 Internship in Teaching

Students in this program are not required to complete a minor.

Graduate classes taken senior year

EDMS 50023 Effective Teaching and Classroom Implementation
 EDSP 50663 Motivating and Managing Students in the Classroom
 EDUC 60980 Internship in Teaching (6 credit hours or 6 credit hours from the graduate program in consultation with the advisor)

Due to the time commitment, it is recommended that students enrolled in EDUC 60980 do not enroll in more than 3 additional hours of coursework during the semester.

Four-One Option in Secondary Education for TCU Undergraduate Students

The four-one option in secondary school education prepares students who have a baccalaureate degree to become certified to teach in 8th through 12th grade. It is assumed that persons seeking this degree will already have completed at least one teaching field as required for Texas teacher certification. For additional information see teaching fields for secondary-school education in the College of Education section of the TCU Undergraduate Studies Catalog.

Major (30 Hours)

EDUC 60213 Thinking, Learning, & Teaching
 EDSP 60233 Understanding Exceptional Children and Youth At-Risk
 EDUC 50003 Diversity in Education
 EDUC 60313 Educational Assessment
 EDUC 70953 Research in Education
 EDUC 60810 Seminar in Educational Research: Middle School Education
 EDMS 50023 Effective Teaching and Classroom Implementation
 EDSP 50663 Motivating and Managing Students in the Classroom
 ELECTIVE
 ELECTIVE

Internship(6 hours)

EDUC 60980 Internship in Teaching

Students in this program are not required to complete a minor.

Graduate classes taken senior year

EDMS 50023 Effective Teaching and Classroom Implementation
 EDSP 50663 Motivating and Managing Students in the Classroom, EDUC 60980 Internship in Teaching (6 credit hours or 6 credit hours from the graduate program in consultation with the advisor)
 Due to the time commitment, it is recommended that students enrolled in EDUC 60980 do not enroll in more than 3 additional hours of coursework during the semester.

Courses of Instruction

EDAD 60103 Administrators, Schools and Districts. Relationships between different organizational patterns and administrative practices will be explored as well as the role of authority and decision making structures. Required of all majors in Educational Administration.

EDAD 60113 Administrators and Teachers. It will include concepts and issues derived from leadership, supervision, and law.

EDAD 60123 Administrators, Parents and Children. Foci will include community relations, communication, creating orderly, productive learning environments, and law.

EDAD 60133 Trends and Issues in Educational Administration. The course will normally be taught collaboratively with practicing administrators.

EDAD 60143 Administrative Life. This course is normally taken concurrently with EDAD 70200 Internship in Educational Administration. The course synthesizes prior course work, integrates new experiences from the Internship, and considers the alternatives each individual confronts in developing an administrative life, the jobs, technical and ethical demands, stresses and satisfactions.

EDAD 70001 Doctoral Pro-Seminar. This course may be taken twice for a total of 2 semester hours.

EDAD 70003 Foundational Readings Educational Administration. This course will examine the professional and intellectual history of educational administration.

EDAD 70013 Legal and Social Environment of Education. Educational institutions operate within an environment that requires relationships with families, employees, and other private and public institutions. The primary focus of this course will be state and federal laws that regulate these relationships, with attention paid as well to social and political forces that influence the enforcement of laws.

EDAD 70023 Managing Instructional Processes. High achieving districts are led by administrators that focus on academic programs, set attainable goals, continuously assess the curriculum, evaluate staff and teachers, and assess student achievement. This course will highlight the importance of instructional leadership and of developing effective evaluation processes as well as professional development opportunities.

EDAD 70033 Ethical and Moral Dimensions of Educational Leadership. This course emphasizes enduring educational problems and fundamental philosophical issues, concepts that feature centrally in educational discourse, ethical standards and dilemmas, and conceptual analysis as a means for clarifying decisions regarding educational policy and practice.

EDAD 70200 Internship in Educational Administration. Planned program of leadership responsibilities in an educational institution or agency, commensurate with the student's graduate program, certification objectives, and employment goals. Emphasis on research application in a field-based setting. Responsibilities and projects are under the direction of the academic advisor and on-site supervisor.

EDAD 80206 Internship. A semester-long internship providing leadership experiences in an educational or corporate setting commensurate with the student's doctoral program. This course can be repeated three times for a total of 18 semester hours.

EDEC 50143 Early Childhood Curriculum. Prerequisite: Admission to the Teacher Education Program or written permission of the Dean, College of Education. The study of basic principles underlying curriculum construction and instructional practices in early childhood and primary education.

EDEC 60133 Play and Creativity. Research-based methods for creating experiences and environments for young children that support playful and creative learning opportunities. Current research and issues around appropriate practices with young children will be included.

EDEC 60173 Practicum in Early Childhood Education. All-day observation and supervised teaching for a period of six weeks in the public schools. Accompanying regularly scheduled class meetings on the campus for the entire semester for the purpose of developing competencies and professional growth.

EDEC 60223 The Young Child. Study of research on behavior of young children and application to planned learning experiences.

EDEL 60813 Infant/Toddler Development and Intervention. Examines: the overall development of the infant and toddler from birth to three years; specialized services and early intervention; assessment strategies; collaboration skills; biomedical ethics and issues; care and collaboration of the medically fragile; methods and strategies to support and set up developmentally appropriate learning environments; federal rules and regulations of Part C under IDEA.

EDGU 50223 Helping Relationships. Examination and practice of specific skills and processes essential to the development of helping relationships. Emphasis is placed on the development of interpersonal skills and professional ethics necessary to counseling.

EDGU 50323 Small Group Dynamics. Study of the group as an interaction system, including: group process, group roles, guidelines for group selection and guidance, techniques for facilitating interaction, strategies for building credibility in groups, and the impact of life styles on group needs.

EDGU 60113 DSM: Diagnosis and Treatment. Overview of DSM disorders, their prevention and treatment.

EDGU 60123 Ethical and Legal Issues in Counseling. Prerequisites: Admission into counseling program or graduate degree in counseling; An examination of the ethical and legal concerns in counseling and the implication of these on students, administrators, teachers, parents, and the community at large.

EDGU 60143 Counseling Interventions. Prerequisite: EDGU 50223. Examination of techniques, strategies and methods of counseling; strategies to deal with resistant clients and acting out children; approaches to parent and professional consultation; crisis intervention issues and resources, and ethical and legal issues in the practice of counseling.

EDGU 60213 Intro to Marriage and Family Therapy. Examination of systems theory and the varying theoretical constructs, including strategic, structural, experiential, brief, and communication approaches.

EDGU 60233 Career Development and Information. Orientation to life planning and the world of work; theoretical models of career choice; examination of career information and resources and systems of career information utilization.

EDGU 60313 Motivating and Managing Students. Prerequisites: Admission into counseling program. Provide basic motivational and management procedures, which are applicable to a number of different educational environments. Emphasis is placed on the management of environments, instruction, and children behaviors, especially children with challenging behaviors.

EDGU 60383 Counseling Theories and Techniques. Orientation to established theories of counseling by examining and evaluating each theory's philosophical background, goals, and techniques and conceptualizing cases based on one's theoretical approach; consider issues in crisis counseling; and discuss ethical issues as they apply to hypothetical cases.

EDGU 60403 Theories of Student Development. Prerequisites: Admission into counseling program. This course explores the cognitive, affective, social, and moral development of young adulthood with a special emphasis on developmental and contextual risks and resiliencies that affect best practices in higher education.

EDGU 60423 Organization and Administration of Support Programs. Prerequisite: Admission into counseling program. This course involves the study of the history and philosophy of student development programs; standards of practice; organization, management, and leadership theories; ethical standards and principles; and management of programs and services.

EDGU 60613 Guidance and Counseling Programs. Focus the development and implementation of school guidance programs, the services essential for effectiveness, coordination of pupil services with other elements of the educational program, strategies to build community resources and relationships, and program evaluation needs.

EDGU 70103 Practicum I. Prerequisite: Admission to candidacy and successful completion of EDGU 50223, 50323 and 60383. Supervised application of counseling and guidance skills and concepts. A minimum of 150 hours is required of on-site experience, with a minimum of 75 hours of direct client contact.

EDGU 70203 Practicum II. Prerequisite: Admission to counseling program and successful completion of EDGU 50223, 50323 and 60383, 70103. Supervised application of counseling and guidance skills. A minimum of 150 hours is required of on-site experience, with a minimum of 75 hours of direct client contact.

EDGU 70223 Supervision in Counseling. Provide supervision of counselors-in-training under the supervision of supervising professor in class, schools, or agencies; examination of helper-helpee relationships through audiotape, videotape, observation, and in-class performance; the development of personal theory and strategies based on established theories and best practices of supervision in counseling.

EDGU 70323 Advanced Group Leadership. Application of advanced methods in group leadership integrating current theoretical knowledge with parallel experiences in intervention and techniques. Use of creative processes to facilitate group exploration in small group dynamics class for counselor trainees.

EDGU 70970 Special Topics in Guidance and Counseling. Focus on topics of interest to guidance counselors in schools and/or colleges and universities. Such topics might include sexual abuse, violence in dating and marriage, building resiliency in youth, family therapy, or other issues being raised by students, researchers, and/or society

EDMS 50023 Effective Teaching and Classroom Implementation. Prerequisite: Admission to the Teacher Education Program or written permission of the Dean, College of Education. As a part of the effective teacher model, this course will focus on instructional design and implementation, motivation of students to promote and enhance learning in the classroom; management issues pertinent to student behavior and learning outcomes; and preparation of a variety of formal and informal assessment strategies. (Offered as EDMS or EDSE credit.)

EDMS 50153 Literature for Adolescents. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Survey of reading interests of secondary school youth. Wide reading of classical and contemporary books for adolescents in the several teaching fields with specific attention to principles of selection and use in the middle school and high school.

EDMS 50173 Development of Written Communication. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. This course is a study of the developmental process of written communication as it relates to literacy development in upper elementary, middle school and high school students. This course will present methods of increasing students' written communication skills.

EDMS 50223 Practicum in Reading and ESL. Prerequisite: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Concurrent enrollment in EDUC 50503, Developing Communication Competencies of Linguistically and Culturally Diverse Students. The reading practicum provides an opportunity to prepare lessons and teach in a sheltered ESL classroom under the supervision of a cooperating teacher and TCU faculty.

EDMS 50613 Analysis of Literacy Problems. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Theory and techniques for using a variety of assessment strategies related to literacy development. Discussion and practice will be based on the interpretation of elementary and secondary students' performance on a variety of literacy tasks.

EDSC 70043 Science and Science Education in the Global Community. Science and Science Education in a Global Community will address different cultural, geographical, philosophical, and epistemological perspectives on educational reform. The history of ideas of science education as it has evolved in different contexts will be explored,

along with the theories of educational change/reform and practical implications, which accompany varying perspectives.

EDSE 50023 Effective Teaching and Classroom Implementation. Prerequisite: Admission to the Teacher Education Program or written permission of the Dean, College of Education. As a part of the effective teacher model, this course will focus on instructional design and implementation, motivation of students to promote and enhance learning in the classroom; management issues pertinent to student behavior and learning outcomes; and preparation of a variety of formal and informal assessment strategies. (Offered as EDMS or EDSE credit.)

EDSE 50153 Literature for Adolescents. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Survey of reading interests of secondary school youth. Wide reading of classical and contemporary books for adolescents in the several teaching fields with specific attention to principles of selection and use in the middle school and high school.

EDSE 50173 Development of Written Communication. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. This course is a study of the developmental process of written communication as it relates to literacy development in upper elementary, middle school and high school students. This course will present methods of increasing students' written communication skills.

EDSE 50213 Teaching in Bilingual Classrooms. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Methods and strategies in teaching the bilingual child; including English as a second language and Spanish as a first language. Observation and participation in bilingual classes required.

EDSE 50223 Practicum in Reading and ESL. Prerequisite: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Concurrent enrollment in EDUC 50503, Developing Communication Competencies of Linguistically and Culturally Diverse Students. The reading practicum provides an opportunity to prepare lessons and teach in a sheltered ESL classroom under the supervision of a cooperating teacher and TCU faculty.

EDSE 50613 Analysis of Literacy Problems. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Theory and techniques for using a variety of assessment strategies related to literacy development. Discussion and practice will be based on the interpretation of elementary and secondary students' performance on a variety of literacy tasks.

EDSE 60073 Seminar in Mathematics Education. The primary purpose of this course is to help you learn how to teach mathematics in secondary and middle school classrooms. We will learn the appropriate content and pedagogy for the 8-12 students. The course will be based on the available research in how all people learn mathematics. Heavy emphasis is placed on a variety of strategies including cooperative learning, technology, manipulatives, and cultural influences in mathematics education. Participants in the course are required to explore the research on effective practices.

EDSE 60333 Theory and Pedagogy of Science. This course considers the application of theories of teaching to the learning of science in school classrooms. As such, it utilizes a confluence of theory and evidence about how people learn science and how environments are best constructed to promote learning. This course examines current theories of science teaching in light of their assumptions and related empirical evidence.

EDSE 70011 Colloquium in the Profession of Science Education. The Colloquium in the Profession of Science Education is a one-hour course designed as an introduction to practical and theoretical issues of the profession as well as an induction into the practice of science education research as is designed for all graduate students. Class sessions may take the form of presentations made by faculty or students; lectures by guest speakers; roundtable on specific education issues; attendance at professional conferences; or information meetings. Students are required to take EDUC 70011 each fall during their program of study.

EDSE 70033 Scientific Inquiry and the Nature of Science. The Nature of Science is a hybrid arena consisting of aspects of the philosophy, history and sociology of science along with elements of the psychology of scientific observations all targeting the complete understanding of how science actually functions. This course is designed for individuals who are interested in learning more about the methods and goals of science, the role of scientists and the place of science in society science and how philosophical issues can and should be reflected in science teaching and learning. We will read and discuss selections from the works of major philosophers of science and commentaries on science education from a philosophical perspective. Throughout this course we will explore the content of the nature of science and use that knowledge as a guide in improving science instruction and developing philosophically appropriate science curricula.

EDSP 50013 Methods for Educating Students in Inclusive Settings. Prerequisite: Admission to the Teacher Education Program or written permission of the Dean, College of Education. How to adapt methods, techniques and classroom environments to help children with disabilities to be more successful in regular and special education classrooms.

EDSP 50663 Motivating and Managing Students in the Classroom. Prerequisite: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Research-based methods for creating positive classroom and school climates, organizing and managing classrooms, improving instruction, dealing with classroom discipline problems, and developing prosocial behaviors in children and youth.

EDSP 60233 Understanding Exceptional Children and Youth At-Risk. Examination of the diverse characteristics of children and youth with learning and behavior problems and the impact of these characteristics on social and academic development.

EDSP 60313 Educational Programs for Exceptional Children. Study of methods and materials appropriate for use with exceptional children.

EDSP 60323 Internship in Special Education. Field experience under direct supervision of a certified special education teacher in public or private school setting. Minimum of 200 clock hours required.

EDSP 60433 Issues and Practices in Collaboration. A review of current research and practices concerning the concept of shared responsibility between regular educators and special educators to provide coordinated and inclusive educational arrangements for all children and youth and to facilitate their success within the least restrictive

environment.

EDSP 60453 Practicum in Educational Testing. Prerequisite: Permission of course instructor. Administration and interpretation of evaluative instruments in education and/or guidance settings.

EDUC 50003 Diversity in American Education. Prerequisite: Admission to Teacher Education Program or written permission of the Dean, College of Education. This course will equip educators with the necessary skills for multiethnic school environments. It focuses on developing an awareness of how education is connected to wider structures of social, cultural, economic life and encourages not only critical examination, but also discussion of alternatives to the present reality.

EDUC 50043 Seminar in Children's Literature. Prerequisite: Admission to Teacher Education Program or written permission of the Dean, College of Education. Advanced study of literature for children with special attention to principles of selection and use in the elementary school curriculum.

EDUC 50063 Seminar in Teaching Gifted and Talented Children. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, School of Education. Advanced study of methods to identify, assess and teach exceptionally capable students. Major emphasis is on developing skills and teaching methods. Other aspects cover guidance counseling process, social/emotional needs, working with parents, and model school-district programs.

EDUC 50143 Theories of Human Development. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, School of Education. Selected theories of human behavioral, social, and emotional development.

EDUC 50203 Programs in Bilingual Education. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. The rationale for bilingual-bicultural education including a survey of current programs. Includes lab experiences in public school classes.

EDUC 50213 Seminar in Bilingual Education. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Methods and strategies in teaching the bilingual child; including English as a second language and Spanish as a first language. Observation and participation in bilingual classes required.

EDUC 50253 Technology Applications in Education. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, School of Education. An introduction to using educational technology for professional productivity and instructional purposes. Includes familiarity and operational skills with word processing, spreadsheets, databases, graphics, desktop publishing, telecommunications, instructional software and multimedia authoring programs.

EDUC 50263 Cybercommunication in Education. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Educational applications of computers and the Internet for communicating information. Students will develop skills in locating, organizing, interpreting, analyzing, evaluating, designing, and communicating various types of digital information (e.g., online discussions, desktop publishing, multimedia, and web sites). They will consider ethical and societal issues related to cybercommunication and instruction.

EDUC 50313 Foundations of Literacy. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. The study of the theoretical bases for literacy instruction. Research from linguistics, cognitive psychology, and sociology will be studied as related to recommendations for practices in literacy instruction.

EDUC 50503 Developing Communication Competencies of Linguistically and Culturally Diverse Students. Prerequisites: Admission to Teacher Education Program or written permission of the Dean, College of Education, and concurrent enrollment in EDMS/EDSE 50223, or permission of the instructor. Principles and practices of first and second language acquisition as they relate to the development of communication skills. Emphasis is placed on the interrelatedness of language processing (reading, writing, speaking and listening) to facilitate the learner's ability to construct meaning. Strategies to enhance social-communicative and cognitive-academic language competence, and self-directed learning are addressed. Assessment procedures appropriate to second-language learners are introduced.

EDUC 50513 Curriculum and Instruction in the Second Language Learning Classroom. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Curricular and instructional principles and practices to meet the academic development needs of first and second language learners in the classroom. Emphasis on strategies for providing content-area instruction and establishing learner-centered environments within various ESL settings. Texas requirements for second language learners are addressed. (Offered as EDEL or EDSE credit.)

EDUC 50643 Reading in the Secondary School. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Materials and methods for developing reading skills of the secondary school student in the various curriculum areas.

EDUC 50870 Directed Study in Education. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, School of Education. Study of specialized topics in Education.

EDUC 50970 Special Problems in Education. Study of specialized topics in Education.

EDUC 60013 Curriculum Theory. Addresses general principles and practices of curriculum development and curriculum change; organizational patterns for developing curriculum and implementing change.

EDUC 60043 Seminar in Elementary School Science. Advanced study of current issues in science education and of curricula, materials, and techniques utilized in the effective teaching of elementary school science.

EDUC 60053 Advanced Study of Literacy Instruction. Analyzes recent research, philosophies of instruction, curriculum development, literature, and assessments that can be used to improve students' reading, writing, and language abilities.

EDUC 60063 Seminar in Elementary School Mathematics. Advanced study of modern curricula, strategies and techniques utilized in teaching and upgrading mathematics instruction in the elementary school.

EDUC 60073 Seminar in Elementary School Social Studies. Advanced study of curricula, strategies, and techniques utilized in teaching and upgrading social studies instruction in the elementary school.

EDUC 60083 Seminar in Elementary School Language Arts. Advanced study of curricula, strategies, and techniques utilized in teaching and upgrading language arts instruction in the elementary school. The interrelationships of all areas of language arts are given primary emphasis.

EDUC 60120 The Role of the Inservice Teacher in Preservice Teacher Education. Study of the role of the Cooperating Teacher in a teacher education conference. Includes clinical supervision, mastery learning, observation skills, conferencing skills and program design.

EDUC 60153 Seminar in Promoting Literacy in the Subject Areas. Instructional strategies include ways to integrate reading, writing, and study strategies.

EDUC 60213 Thinking, Learning, and Teaching. Prerequisite: Previous coursework in either educational or developmental psychology or permission of instructor. This course focuses on using learning theories and theoretical concepts that are an integral part of teaching and educational practices. Students will gain insights and skills for applying psychological principles to solve authentic problems drawn from personal experiences in education and from case studies and other course readings.

EDUC 60253 Historical and Philosophical Foundations of Education. Philosophic positions and the implications of these viewpoints on one's approach to and resolution of educational issues and questions will be examined.

EDUC 60293 Curriculum Workshop. Prerequisite: At least one year's teaching experience and approval of instructor. Provides for development of curriculum materials and strategies for specific subject areas; application of curriculum theory to school and classroom situations.

EDUC 60313 Educational Assessment. Characteristics of tests, constructs, scoring, interpreting, evaluation, and test-taking skills as a form of problem-solving are included.

EDUC 60513 Practicum in Education. Practical experiences in an educational setting designed to sensitize the student to the challenges of transforming theory into practice. This course may be repeated for credit.

EDUC 60810 Seminar in Educational Research. May be repeated up to 13 hours.

EDUC 60823 Educational Evaluation. Evaluation of programs, curriculum projects, accreditation standards, and personnel appraisal are explored using different approaches to evaluation. Other topics include purpose, qualitative and quantitative evaluation design and data-collecting methods, sampling techniques, and reliability and validity. Particular emphasis is placed on case study for the purpose of planning, conducting and writing the evaluation for presentation to stakeholders.

EDUC 60980 Internship. Supervised experience which emphasizes the application of theories of curriculum and instruction in a field-based setting. Options include the introduction of innovative teaching practices into a school or other educational setting or research focused on instructional practices. Graduate students in Education who possess a bachelor's degree with a non-education major and who have completed the specified course work may choose to apply the internship for certification purposes with the approval of the department. 1-6 semester hours with no more than 6 semester hours applied to the Master's degree)

EDUC 70870 Advanced Directed Study in Education. Advanced research on specialized topics in Education.

EDUC 70903 Treatise. Students complete a paper under the advisement of a faculty member in the department.

EDUC 70953 Research in Education. Students are expected to gain an appreciation of the complexities of the research process, ways of conducting research, and a sense of the power and constraints of the various perspectives within which educational questions are pursued.

EDUC 70961 Apprenticeship in Research. Prerequisites: EDUC 70953, or permission of the instructor. Students engage in authentic research by apprenticing with one or more faculty members who have vigorous research agendas. A minimum of three hours of internships is required of all Curriculum Studies students. Course structure, requirements, readings, schedule, and grading criteria will be determined by mentoring faculty as relevant to research project.

EDUC 70963 Qualitative Inquiry. Prerequisite: EDUC 70953 or permission of the instructor. This course theoretically and practically explores qualitative inquiry as interpretive, constructivist, and naturalistic forms of research. The course will focus on understanding the philosophical assumptions and historical context of qualitative inquiry, and students will work on research projects throughout the semester in order to learn and practice research design, IRB proposal writing, data collection, data management, data analysis, and writing for research presentations and professional publication. Course assignments will assist students in developing the skills and talents necessary for qualitative researchers. The ethics of qualitative inquiry and the ways it attends to the positionality of researchers, research participants, and researcher-participant relationships will also be explored.

EDUC 70970 Special Problems in Education. Prerequisite: Approval of advisor and instructor in course.

EDUC 70980 Thesis. Prerequisite: Admission to Candidacy.

EDUC 70990 Thesis. Thesis

EDUC 90980 Dissertation. Dissertation. A maximum of six hours may be taken.

EDUC 90990 Dissertation. Dissertation. May be taken for a total of six semester hours.

Ed.D. in Educational Leadership

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[Ed.D. in Educational Leadership](#)

Educational Leadership

TCU's College of Education offers an Ed.D in educational leadership. This Ed.D prepares students to assume major leadership positions in a wide variety of education-related organizations. There are two options to the Educational Leadership Program.

Option I: Together with the M. J. Neeley School of Business, the College of Education has created a unique option: a comprehensive program that integrates a Master of Business Administration (MBA) with a doctorate in educational leadership (Ed.D.) effectively combining the best of business and educational disciplines.

Option II: The Ed.D. in educational leadership offers the same high-quality preparation in education as the joint program but without the MBA.

Mission

The purpose of this program is to prepare students to assume major leadership positions in a wide variety of education-related organizations by applying managerial skills and educational leadership in the field of education. The program is designed to prepare students to enter educational management in school systems, regional, state, or federal governments, research institutions, private foundations, universities or private sector companies.

Objectives

- To provide students the background necessary to complete superintendent certification in Texas. Superintendent certification requires understanding of leadership in the educational, instructional, and administrative communities;
- To develop leaders who understand the operations and leadership of organizations;
- To develop leaders prepared to take advantage of increasing opportunities for creating new educational institutions and systems;
- To develop educational leaders who operate with a global perspective in a diverse and rapidly evolving professional field;
- To develop educational leaders who operate with clear-cut ethical and moral commitments for the education of all children;
- To develop educational leaders able to envision and create new settings now possible through the availability of information technologies.

M.B.A./Ed.D. Joint Program in Educational Leadership

Admission and Degree Requirements

Candidates must be initially admitted to TCU's Day MBA program. They also must meet all 36 hours of core requirements as well as the START Workshop and the Professional Development Program. At the completion of the first year of the MBA program, and a summer of coursework in educational administration, students will apply for candidacy in the educational leadership doctoral program. Admission will depend on their performance in both MBA and education courses at that point. In the event a student elects to complete the MBA without continuing into the doctoral program, he or she must meet all remaining requirements for the MBA (i.e., 18 elective units in the School of Business). If a student's work is unsatisfactory in MBA courses, and they are not permitted to continue, he or she may not be admitted into doctoral program.

Throughout the program, students must maintain a B average. At the completion of coursework, students will take written and oral comprehensives before proceeding into the dissertation stage.

Full-Time Curriculum:

For MBA course, please refer to the MBA catalog and/or website.

EDUC 60810 Seminar in Educational Research (3 credit hours) (See advisor)
 EDAD 70001 Doctoral Pro-Seminar (1 credit hour - taken twice)
 EDAD 70003 Foundational Readings in Educational Administration (3 credit hours)
 EDAD 70013 Legal and Social Environment of Education (3 credit hours)
 EDAD 70023 Managing Instructional Processes (3 credit hours)
 EDAD 70033 Ethical and Moral Dimensions of Educational Leadership (3 credit hours)
 EDAD 70043 Political and Policy Processes in Education (3 credit hours)
 EDAD 80206 Internship (18 credit hours)
 EDUC 90980 Dissertation (6 credit hours)
 EDUC 90990 Dissertation (6 credit hours)

Professional Curriculum:

For MBA course, please refer to the MBA catalog and/or website.

EDUC 60810 Seminar in Educational Research (3 credit hours) (See advisor)
 EDAD 70001 Doctoral Pro-Seminar (1 credit hour - taken twice)
 EDAD 70003 Foundational Readings in Educational Administration (3 credit hours)
 EDAD 70013 Legal & Social Environment of Education (3 credit hours)
 EDAD 70023 Managing Instructional Processes (3 credit hours)
 EDAD 70033 Ethical & Moral Dimensions of Educational Leadership (3 credit hours)

EDAD 70043 Political and Policy Processes in Education (3 credit hours)
EDAD 80206 Internship (18 credit hours)
EDAD 90980 Dissertation (6 credit hours)
EDAD 90990 Dissertation (6 credit hours)

Ed.D. in Educational Leadership

Admission and Degree Requirements

For admission into the program, an applicant must have a masters in education or an appropriate field. Applicants must present a strong academic record, acceptable Graduate Record Examination (GRE) scores within the past 5 years, and a writing sample (15-20 pages, exclusive of notes and works cited) that demonstrates appropriate academic writing skills needed for success in a doctoral program, and three letters of recommendation.

Throughout the program, students must maintain a B average. At the completion of coursework, students will take written and oral comprehensive exams before proceeding into the dissertation stage.

Coursework Requirements

I. Foundations (12 hours selected from courses such as):

- 3 hour course with psychological orientation (e.g., EDUC 60810 Seminar: Piaget; EDUC 60810 Seminar: Vygotsky; EDUC 60810 Seminar: Teaching & Learning in Higher Education; EDUC 60213 Advanced Educational Psychology)
- 3 hours course with historical orientation (e.g., EDUC 60253 Historical & Philosophical Foundations)
- 3 hour course with sociological orientation (e.g., EDUC 50003 Diversity on American Education)
- 3 hour course with philosophical orientation (e.g., EDUC 60253 Historical & Philosophical Foundations; EDUC 60810 Seminar: Freire; EDUC 60013 Curriculum Theory)

II. Research (12 hours selected from courses such as):

EDUC 70953 Research in Education
EDUC 60823 Educational Evaluation
EDUC 60810 Seminar: Policy Analysis in Education
PSYC 50423 Graduate Statistics
PSYC 50523 Experimental Design
PSYC 60613 Multivariate Analysis
EDUC 60810 Seminar: Research in Early Child Education

III. Major (24 or more hours) (e.g., Educational Administration)

EDAD 80206 Internship (18 units)
EDAD 70013 Legal & Social Environment of Education
EDAD 70023 Managing Instructional Processes
EDAD 70033 Ethical & Moral Dimensions of Ed Leadership
EDAD 70003 Foundational Readings in EdAd

Dissertation (12 hours).

To be eligible to take the TExES State principal's or superintendent's certification exam, students must first pass the practice representative exam.

Ph.D. In Educational Studies: Science Education

[Mission](#)

[Admission and Degree Requirements](#)

[Ph.D. Degree Requirements](#)

[Courses of Instruction](#)

Mission

The Ph.D. in Educational Studies: Science Education prepares students who are qualified to engage in high quality original scholarship. Recipients are prepared to assume faculty positions in science at the community college and university levels and take science leadership positions at district and state-level education agencies.

Admission and Degree Requirements

For admission into the program, an applicant must have a masters in a science or education field. Applicants must present a strong academic record, acceptable Graduate Record Examination (GRE) scores within the past 5 years, and a writing sample (15-20 pages, exclusive of notes and works cited) that demonstrates appropriate academic writing skills needed for success in a graduate program, and three letters of recommendation.

This program requires extensive knowledge from two academic units including the College of Education and the College of Science & Engineering. Therefore, students may be admitted who lack the pre-requisites for some of the courses required in the program. If such is the case, it will be necessary for the student to complete the pre-requisites in addition to the requirements of the Ph.D. degree. Students must get approval from a contact person in the appropriate department prior to taking courses in the College of Science & Engineering.

Ph.D. Degree Requirements

A Ph.D. is a research degree. It is awarded for demonstrating competence in research by successfully defending a Ph.D. dissertation. The emphasis is on developing knowledge and skills in science education that result in the ability to conduct original research in science education. A general program of study is outlined below but the College of Education Dean of Graduate Studies could waive courses if students show evidence of the necessary knowledge and skills. Students are required to take a suitable number and variety of graduate courses and research apprenticeships to prepare them for the qualifying examination and for the writing of the dissertation. Depending on the graduate history of the student, the program would require 45 to 63 hours of coursework after acceptance into the program. The Ph.D. program in Educational Studies: Science Education is comprised of the following components.

I. Courses

A. Field of Education

Students take EDSC 70011 (Colloquia in the Profession of Science Education), EDUC 60980 (Internship) and other courses for the equivalent of 27 hours as approved by the advisor in the College of Education.

B. Research

Students take the equivalent of 12 hours of research coursework as approved by the advisor in the College of Education.

C. Science Content

Students take the equivalent of 18 hours of coursework that qualify for science content as approved by the advisor in the College of Education.

II. Apprenticeships

Students are required to join at least one research community during their first year in the program, as approved by the advisor in the College of Education. Students will continue to have a research apprenticeship each term thereafter.

III. Comprehensive Qualifying Examination

Students take a Qualifying Examination to demonstrate their knowledge and ability in science education. Upon the successful completion of the qualifying examination, students are admitted to candidacy.

IV. Dissertation Research

Students will propose and conduct original research, write a dissertation, and defend the dissertation in a final oral examination.

Courses of Instruction

EDAD 60103 Administrators, Schools and Districts. Relationships between different organizational patterns and administrative practices will be explored as well as the role of authority and decision making structures. Required of all majors in Educational Administration.

EDAD 60113 Administrators and Teachers. It will include concepts and issues derived from leadership, supervision, and law.

EDAD 60123 Administrators, Parents and Children. Foci will include community relations, communication, creating orderly, productive learning environments, and law.

EDAD 60133 Trends and Issues in Educational Administration. The course will normally be taught collaboratively with practicing administrators.

EDAD 60143 Administrative Life. This course is normally taken concurrently with EDAD 70200 Internship in

Educational Administration. The course synthesizes prior course work, integrates new experiences from the Internship, and considers the alternatives each individual confronts in developing an administrative life, the jobs, technical and ethical demands, stresses and satisfactions.

EDAD 70001 Doctoral Pro-Seminar. This course may be taken twice for a total of 2 semester hours.

EDAD 70003 Foundational Readings Educational Administration. This course will examine the professional and intellectual history of educational administration.

EDAD 70013 Legal and Social Environment of Education. Educational institutions operate within an environment that requires relationships with families, employees, and other private and public institutions. The primary focus of this course will be state and federal laws that regulate these relationships, with attention paid as well to social and political forces that influence the enforcement of laws.

EDAD 70023 Managing Instructional Processes. High achieving districts are led by administrators that focus on academic programs, set attainable goals, continuously assess the curriculum, evaluate staff and teachers, and assess student achievement. This course will highlight the importance of instructional leadership and of developing effective evaluation processes as well as professional development opportunities.

EDAD 70033 Ethical and Moral Dimensions of Educational Leadership. This course emphasizes enduring educational problems and fundamental philosophical issues, concepts that feature centrally in educational discourse, ethical standards and dilemmas, and conceptual analysis as a means for clarifying decisions regarding educational policy and practice.

EDAD 70200 Internship in Educational Administration. Planned program of leadership responsibilities in an educational institution or agency, commensurate with the student's graduate program, certification objectives, and employment goals. Emphasis on research application in a field-based setting. Responsibilities and projects are under the direction of the academic advisor and on-site supervisor.

EDAD 80206 Internship. A semester-long internship providing leadership experiences in an educational or corporate setting commensurate with the student's doctoral program. This course can be repeated three times for a total of 18 semester hours.

EDEC 50143 Early Childhood Curriculum. Prerequisite: Admission to the Teacher Education Program or written permission of the Dean, College of Education. The study of basic principles underlying curriculum construction and instructional practices in early childhood and primary education.

EDEC 60133 Play and Creativity. Research-based methods for creating experiences and environments for young children that support playful and creative learning opportunities. Current research and issues around appropriate practices with young children will be included.

EDEC 60173 Practicum in Early Childhood Education. All-day observation and supervised teaching for a period of six weeks in the public schools. Accompanying regularly scheduled class meetings on the campus for the entire semester for the purpose of developing competencies and professional growth.

EDEC 60223 The Young Child. Study of research on behavior of young children and application to planned learning experiences.

EDEL 60813 Infant/Toddler Development and Intervention. Examines: the overall development of the infant and toddler from birth to three years; specialized services and early intervention; assessment strategies; collaboration skills; biomedical ethics and issues; care and collaboration of the medically fragile; methods and strategies to support and set up developmentally appropriate learning environments; federal rules and regulations of Part C under IDEA.

EDGU 50223 Helping Relationships. Examination and practice of specific skills and processes essential to the development of helping relationships. Emphasis is placed on the development of interpersonal skills and professional ethics necessary to counseling.

EDGU 50323 Small Group Dynamics. Study of the group as an interaction system, including: group process, group roles, guidelines for group selection and guidance, techniques for facilitating interaction, strategies for building credibility in groups, and the impact of life styles on group needs.

EDGU 60113 DSM: Diagnosis and Treatment. Overview of DSM disorders, their prevention and treatment.

EDGU 60123 Ethical and Legal Issues in Counseling. Prerequisites: Admission into counseling program or graduate degree in counseling; An examination of the ethical and legal concerns in counseling and the implication of these on students, administrators, teachers, parents, and the community at large.

EDGU 60143 Counseling Interventions. Prerequisite: EDGU 50223. Examination of techniques, strategies and methods of counseling; strategies to deal with resistant clients and acting out children; approaches to parent and professional consultation; crisis intervention issues and resources, and ethical and legal issues in the practice of counseling.

EDGU 60213 Intro to Marriage and Family Therapy. Examination of systems theory and the varying theoretical constructs, including strategic, structural, experiential, brief, and communication approaches.

EDGU 60233 Career Development and Information. Orientation to life planning and the world of work; theoretical models of career choice; examination of career information and resources and systems of career information utilization.

EDGU 60313 Motivating and Managing Students. Prerequisites: Admission into counseling program. Provide basic motivational and management procedures, which are applicable to a number of different educational environments. Emphasis is placed on the management of environments, instruction, and children behaviors, especially children with challenging behaviors.

EDGU 60383 Counseling Theories and Techniques. Orientation to established theories of counseling by examining and evaluating each theory's philosophical background, goals, and techniques and conceptualizing cases

based on one's theoretical approach; consider issues in crisis counseling; and discuss ethical issues as they apply to hypothetical cases.

EDGU 60403 Theories of Student Development. Prerequisites: Admission into counseling program. This course explores the cognitive, affective, social, and moral development of young adulthood with a special emphasis on developmental and contextual risks and resiliencies that affect best practices in higher education.

EDGU 60423 Organization and Administration of Support Programs. Prerequisite: Admission into counseling program. This course involves the study of the history and philosophy of student development programs; standards of practice; organization, management, and leadership theories; ethical standards and principles; and management of programs and services.

EDGU 60613 Guidance and Counseling Programs. Focus the development and implementation of school guidance programs, the services essential for effectiveness, coordination of pupil services with other elements of the educational program, strategies to build community resources and relationships, and program evaluation needs.

EDGU 70103 Practicum I. Prerequisite: Admission to candidacy and successful completion of EDGU 50223, 50323 and 60383. Supervised application of counseling and guidance skills and concepts. A minimum of 150 hours is required of on-site experience, with a minimum of 75 hours of direct client contact.

EDGU 70203 Practicum II. Prerequisite: Admission to counseling program and successful completion of EDGU 50223, 50323 and 60383, 70103. Supervised application of counseling and guidance skills. A minimum of 150 hours is required of on-site experience, with a minimum of 75 hours of direct client contact.

EDGU 70223 Supervision in Counseling. Provide supervision of counselors-in-training under the supervision of supervising professor in class, schools, or agencies; examination of helper-helpee relationships through audiotape, videotape, observation, and in-class performance; the development of personal theory and strategies based on established theories and best practices of supervision in counseling.

EDGU 70323 Advanced Group Leadership. Application of advanced methods in group leadership integrating current theoretical knowledge with parallel experiences in intervention and techniques. Use of creative processes to facilitate group exploration in small group dynamics class for counselor trainees.

EDGU 70970 Special Topics in Guidance and Counseling. Focus on topics of interest to guidance counselors in schools and/or colleges and universities. Such topics might include sexual abuse, violence in dating and marriage, building resiliency in youth, family therapy, or other issues being raised by students, researchers, and/or society

EDMS 50023 Effective Teaching and Classroom Implementation. Prerequisite: Admission to the Teacher Education Program or written permission of the Dean, College of Education. As a part of the effective teacher model, this course will focus on instructional design and implementation, motivation of students to promote and enhance learning in the classroom; management issues pertinent to student behavior and learning outcomes; and preparation of a variety of formal and informal assessment strategies. (Offered as EDMS or EDSE credit.)

EDMS 50153 Literature for Adolescents. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Survey of reading interests of secondary school youth. Wide reading of classical and contemporary books for adolescents in the several teaching fields with specific attention to principles of selection and use in the middle school and high school.

EDMS 50173 Development of Written Communication. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. This course is a study of the developmental process of written communication as it relates to literacy development in upper elementary, middle school and high school students. This course will present methods of increasing students' written communication skills.

EDMS 50223 Practicum in Reading and ESL. Prerequisite: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Concurrent enrollment in EDUC 50503, Developing Communication Competencies of Linguistically and Culturally Diverse Students. The reading practicum provides an opportunity to prepare lessons and teach in a sheltered ESL classroom under the supervision of a cooperating teacher and TCU faculty.

EDMS 50613 Analysis of Literacy Problems. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Theory and techniques for using a variety of assessment strategies related to literacy development. Discussion and practice will be based on the interpretation of elementary and secondary students' performance on a variety of literacy tasks.

EDSC 70043 Science and Science Education in the Global Community. Science and Science Education in a Global Community will address different cultural, geographical, philosophical, and epistemological perspectives on educational reform. The history of ideas of science education as it has evolved in different contexts will be explored, along with the theories of educational change/reform and practical implications, which accompany varying perspectives.

EDSE 50023 Effective Teaching and Classroom Implementation. Prerequisite: Admission to the Teacher Education Program or written permission of the Dean, College of Education. As a part of the effective teacher model, this course will focus on instructional design and implementation, motivation of students to promote and enhance learning in the classroom; management issues pertinent to student behavior and learning outcomes; and preparation of a variety of formal and informal assessment strategies. (Offered as EDMS or EDSE credit.)

EDSE 50153 Literature for Adolescents. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Survey of reading interests of secondary school youth. Wide reading of classical and contemporary books for adolescents in the several teaching fields with specific attention to principles of selection and use in the middle school and high school.

EDSE 50173 Development of Written Communication. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. This course is a study of the developmental process of written communication as it relates to literacy development in upper elementary, middle school and high school students. This course will present methods of increasing students' written communication skills.

EDSE 50213 Teaching in Bilingual Classrooms. Prerequisites: Admission to the Teacher Education Program or

written permission of the Dean, College of Education. Methods and strategies in teaching the bilingual child; including English as a second language and Spanish as a first language. Observation and participation in bilingual classes required.

EDSE 50223 Practicum in Reading and ESL. Prerequisite: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Concurrent enrollment in EDUC 50503, Developing Communication Competencies of Linguistically and Culturally Diverse Students. The reading practicum provides an opportunity to prepare lessons and teach in a sheltered ESL classroom under the supervision of a cooperating teacher and TCU faculty.

EDSE 50613 Analysis of Literacy Problems. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Theory and techniques for using a variety of assessment strategies related to literacy development. Discussion and practice will be based on the interpretation of elementary and secondary students' performance on a variety of literacy tasks.

EDSE 60073 Seminar in Mathematics Education. The primary purpose of this course is to help you learn how to teach mathematics in secondary and middle school classrooms. We will learn the appropriate content and pedagogy for the 8-12 students. The course will be based on the available research in how all people learn mathematics. Heavy emphasis is placed on a variety of strategies including cooperative learning, technology, manipulatives, and cultural influences in mathematics education. Participants in the course are required to explore the research on effective practices.

EDSE 60333 Theory and Pedagogy of Science. This course considers the application of theories of teaching to the learning of science in school classrooms. As such, it utilizes a confluence of theory and evidence about how people learn science and how environments are best constructed to promote learning. This course examines current theories of science teaching in light of their assumptions and related empirical evidence.

EDSE 70011 Colloquium in the Profession of Science Education. The Colloquium in the Profession of Science Education is a one-hour course designed as an introduction to practical and theoretical issues of the profession as well as an induction into the practice of science education research as is designed for all graduate students. Class sessions may take the form of presentations made by faculty or students; lectures by guest speakers; roundtable on specific education issues; attendance at professional conferences; or information meetings. Students are required to take EDUC 70011 each fall during their program of study.

EDSE 70033 Scientific Inquiry and the Nature of Science. The Nature of Science is a hybrid arena consisting of aspects of the philosophy, history and sociology of science along with elements of the psychology of scientific observations all targeting the complete understanding of how science actually functions. This course is designed for individuals who are interested in learning more about the methods and goals of science, the role of scientists and the place of science in society science and how philosophical issues can and should be reflected in science teaching and learning. We will read and discuss selections from the works of major philosophers of science and commentaries on science education from a philosophical perspective. Throughout this course we will explore the content of the nature of science and use that knowledge as a guide in improving science instruction and developing philosophically appropriate science curricula.

EDSP 50013 Methods for Educating Students in Inclusive Settings. Prerequisite: Admission to the Teacher Education Program or written permission of the Dean, College of Education. How to adapt methods, techniques and classroom environments to help children with disabilities to be more successful in regular and special education classrooms.

EDSP 50663 Motivating and Managing Students in the Classroom. Prerequisite: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Research-based methods for creating positive classroom and school climates, organizing and managing classrooms, improving instruction, dealing with classroom discipline problems, and developing prosocial behaviors in children and youth.

EDSP 60233 Understanding Exceptional Children and Youth At-Risk. Examination of the diverse characteristics of children and youth with learning and behavior problems and the impact of these characteristics on social and academic development.

EDSP 60313 Educational Programs for Exceptional Children. Study of methods and materials appropriate for use with exceptional children.

EDSP 60323 Internship in Special Education. Field experience under direct supervision of a certified special education teacher in public or private school setting. Minimum of 200 clock hours required.

EDSP 60433 Issues and Practices in Collaboration. A review of current research and practices concerning the concept of shared responsibility between regular educators and special educators to provide coordinated and inclusive educational arrangements for all children and youth and to facilitate their success within the least restrictive environment.

EDSP 60453 Practicum in Educational Testing. Prerequisite: Permission of course instructor. Administration and interpretation of evaluative instruments in education and/or guidance settings.

EDUC 50003 Diversity in American Education. Prerequisite: Admission to Teacher Education Program or written permission of the Dean, College of Education. This course will equip educators with the necessary skills for multiethnic school environments. It focuses on developing an awareness of how education is connected to wider structures of social, cultural, economic life and encourages not only critical examination, but also discussion of alternatives to the present reality.

EDUC 50043 Seminar in Children's Literature. Prerequisite: Admission to Teacher Education Program or written permission of the Dean, College of Education. Advanced study of literature for children with special attention to principles of selection and use in the elementary school curriculum.

EDUC 50063 Seminar in Teaching Gifted and Talented Children. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, School of Education. Advanced study of methods to identify, assess and teach exceptionally capable students. Major emphasis is on developing skills and teaching methods. Other aspects cover guidance counseling process, social/emotional needs, working with parents, and model school-district programs.

EDUC 50143 Theories of Human Development. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, School of Education. Selected theories of human behavioral, social, and emotional development.

EDUC 50203 Programs in Bilingual Education. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. The rationale for bilingual-bicultural education including a survey of current programs. Includes lab experiences in public school classes.

EDUC 50213 Seminar in Bilingual Education. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Methods and strategies in teaching the bilingual child; including English as a second language and Spanish as a first language. Observation and participation in bilingual classes required.

EDUC 50253 Technology Applications in Education. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, School of Education. An introduction to using educational technology for professional productivity and instructional purposes. Includes familiarity and operational skills with word processing, spreadsheets, databases, graphics, desktop publishing, telecommunications, instructional software and multimedia authoring programs.

EDUC 50263 Cybercommunication in Education. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Educational applications of computers and the Internet for communicating information. Students will develop skills in locating, organizing, interpreting, analyzing, evaluating, designing, and communicating various types of digital information (e.g., online discussions, desktop publishing, multimedia, and web sites). They will consider ethical and societal issues related to cybercommunication and instruction.

EDUC 50313 Foundations of Literacy. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. The study of the theoretical bases for literacy instruction. Research from linguistics, cognitive psychology, and sociology will be studied as related to recommendations for practices in literacy instruction.

EDUC 50503 Developing Communication Competencies of Linguistically and Culturally Diverse Students. Prerequisites: Admission to Teacher Education Program or written permission of the Dean, College of Education, and concurrent enrollment in EDMS/EDSE 50223, or permission of the instructor. Principles and practices of first and second language acquisition as they relate to the development of communication skills. Emphasis is placed on the interrelatedness of language processing (reading, writing, speaking and listening) to facilitate the learner's ability to construct meaning. Strategies to enhance social-communicative and cognitive-academic language competence, and self-directed learning are addressed. Assessment procedures appropriate to second-language learners are introduced.

EDUC 50513 Curriculum and Instruction in the Second Language Learning Classroom. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Curricular and instructional principles and practices to meet the academic development needs of first and second language learners in the classroom. Emphasis on strategies for providing content-area instruction and establishing learner-centered environments within various ESL settings. Texas requirements for second language learners are addressed. (Offered as EDEL or EDSE credit.)

EDUC 50643 Reading in the Secondary School. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Materials and methods for developing reading skills of the secondary school student in the various curriculum areas.

EDUC 50870 Directed Study in Education. Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, School of Education. Study of specialized topics in Education.

EDUC 50970 Special Problems in Education. Study of specialized topics in Education.

EDUC 60013 Curriculum Theory. Addresses general principles and practices of curriculum development and curriculum change; organizational patterns for developing curriculum and implementing change.

EDUC 60043 Seminar in Elementary School Science. Advanced study of current issues in science education and of curricula, materials, and techniques utilized in the effective teaching of elementary school science.

EDUC 60053 Advanced Study of Literacy Instruction. Analyzes recent research, philosophies of instruction, curriculum development, literature, and assessments that can be used to improve students' reading, writing, and language abilities.

EDUC 60063 Seminar in Elementary School Mathematics. Advanced study of modern curricula, strategies and techniques utilized in teaching and upgrading mathematics instruction in the elementary school.

EDUC 60073 Seminar in Elementary School Social Studies. Advanced study of curricula, strategies, and techniques utilized in teaching and upgrading social studies instruction in the elementary school.

EDUC 60083 Seminar in Elementary School Language Arts. Advanced study of curricula, strategies, and techniques utilized in teaching and upgrading language arts instruction in the elementary school. The interrelationships of all areas of language arts are given primary emphasis.

EDUC 60120 The Role of the Inservice Teacher in Preservice Teacher Education. Study of the role of the Cooperating Teacher in a teacher education conference. Includes clinical supervision, mastery learning, observation skills, conferencing skills and program design.

EDUC 60153 Seminar in Promoting Literacy in the Subject Areas. Instructional strategies include ways to integrate reading, writing, and study strategies.

EDUC 60213 Thinking, Learning, and Teaching. Prerequisite: Previous coursework in either educational or developmental psychology or permission of instructor. This course focuses on using learning theories and theoretical concepts that are an integral part of teaching and educational practices. Students will gain insights and

skills for applying psychological principles to solve authentic problems drawn from personal experiences in education and from case studies and other course readings.

EDUC 60253 Historical and Philosophical Foundations of Education. Philosophic positions and the implications of these viewpoints on one's approach to and resolution of educational issues and questions will be examined.

EDUC 60293 Curriculum Workshop. Prerequisite: At least one year's teaching experience and approval of instructor. Provides for development of curriculum materials and strategies for specific subject areas; application of curriculum theory to school and classroom situations.

EDUC 60313 Educational Assessment. Characteristics of tests, constructs, scoring, interpreting, evaluation, and test-taking skills as a form of problem-solving are included.

EDUC 60513 Practicum in Education. Practical experiences in an educational setting designed to sensitize the student to the challenges of transforming theory into practice. This course may be repeated for credit.

EDUC 60810 Seminar in Educational Research. May be repeated up to 13 hours.

EDUC 60823 Educational Evaluation. Evaluation of programs, curriculum projects, accreditation standards, and personnel appraisal are explored using different approaches to evaluation. Other topics include purpose, qualitative and quantitative evaluation design and data-collecting methods, sampling techniques, and reliability and validity. Particular emphasis is placed on case study for the purpose of planning, conducting and writing the evaluation for presentation to stakeholders.

EDUC 60980 Internship. Supervised experience which emphasizes the application of theories of curriculum and instruction in a field-based setting. Options include the introduction of innovative teaching practices into a school or other educational setting or research focused on instructional practices. Graduate students in Education who possess a bachelor's degree with a non-education major and who have completed the specified course work may choose to apply the internship for certification purposes with the approval of the department. (1-6 semester hours with no more than 6 semester hours applied to the Master's degree)

EDUC 70870 Advanced Directed Study in Education. Advanced research on specialized topics in Education.

EDUC 70903 Treatise. Students complete a paper under the advisement of a faculty member in the department.

EDUC 70953 Research in Education. Students are expected to gain an appreciation of the complexities of the research process, ways of conducting research, and a sense of the power and constraints of the various perspectives within which educational questions are pursued.

EDUC 70961 Apprenticeship in Research. Prerequisites: EDUC 70953, or permission of the instructor. Students engage in authentic research by apprenticing with one or more faculty members who have vigorous research agendas. A minimum of three hours of internships is required of all Curriculum Studies students. Course structure, requirements, readings, schedule, and grading criteria will be determined by mentoring faculty as relevant to research project.

EDUC 70963 Qualitative Inquiry. Prerequisite: EDUC 70953 or permission of the instructor. This course theoretically and practically explores qualitative inquiry as interpretive, constructivist, and naturalistic forms of research. The course will focus on understanding the philosophical assumptions and historical context of qualitative inquiry, and students will work on research projects throughout the semester in order to learn and practice research design, IRB proposal writing, data collection, data management, data analysis, and writing for research presentations and professional publication. Course assignments will assist students in developing the skills and talents necessary for qualitative researchers. The ethics of qualitative inquiry and the ways it attends to the positionality of researchers, research participants, and researcher-participant relationships will also be explored.

EDUC 70970 Special Problems in Education. Prerequisite: Approval of advisor and instructor in course.

EDUC 70980 Thesis. Prerequisite: Admission to Candidacy.

EDUC 70990 Thesis. Thesis

EDUC 90980 Dissertation. Dissertation. A maximum of six hours may be taken.

EDUC 90990 Dissertation. Dissertation. May be taken for a total of six semester hours.

College of Fine Arts

Overview

The College of Fine Arts comprises the Department of Art and Art History, the School for Classical and Contemporary Dance, The Department of Design, Merchandising & Textiles, the School of Music, and the Department of Theatre. The Department of Art and Art History offers the MFA in Art and the MA in Art History. The School of Music offers the MM in Performance, Musicology, Theory/Composition, Conducting, and Pedagogy; the MME in Music Education; the Artist Diploma in Performance; and the Doctor of Musical Arts in Performance, Pedagogy, Composition, and Conducting.

Our faculty are dedicated teachers who combine strong academic training with years of professional experience in their disciplines. They pride themselves on their ability to convey to their students the knowledge necessary for successful lives and careers in the 21st century. We also have visiting faculty, guest artists, and performers who interact with students throughout the year enriching their learning experiences.

Resources available to students include numerous computer labs, lighting and sound systems, specialized libraries and conditioning equipment, galleries, art and dance studios, theaters, and performance halls. Importantly, our programs enjoy close working relationships with the Kimbell Art Museum, the Fort Worth Symphony, Casa Mañana Theatre and the other visual and performing arts institutions in the Dallas/Fort Worth Metroplex.

Art and Art History

[Overview](#)

[Art History](#)

[Studio Art](#)

[Courses of Instruction](#)

Overview

Art Facilities. TCU maintains a number of facilities appropriate to the graduate art student. The Art and Art History Department is housed in one of the best-designed and fully equipped facilities in the Southwest-the J. M. Moudy Building for the Visual Arts and Communication, designed by Roche, Dinkeloo and Associates of Connecticut. The campus library houses a fine collection of art and art-related books, catalogues and journals. The Art Department slide library holds some 150,000 slides and its own collection of art books and periodicals. The University Art Gallery - TCU displays international, national and regional art. Fort Worth's galleries and three major museums-the Modern Art Museum of Fort Worth, the Amon Carter Museum and the Kimbell Art Museum-are conveniently located near the campus. Dallas, with its many galleries and excellent art museums, is 40 minutes away by car.

Art History

Available on the Master of Arts degree.

The Graduate Program in Art History enables students to gain a deeper understanding of the history of art, its objects, and its methods. An integral component of this program, which sets it apart from many others, is "the museum experience": the opportunity to study in art museums and work with museum professionals. Centering on the art object, the program allows students to expand their knowledge of the historical, stylistic, and theoretical dimensions of the visual arts, while having the practical experience of working directly with art objects and in museums with professional staffs. Students participate in courses that utilize the resources of the Amon Carter Museum, the Modern Art Museum of Fort Worth, and the Kimbell Art Museum, and serve internships in these and other art museums. Graduates will be prepared to engage in work at the Ph.D. level and pursue careers in the teaching and art museum professions.

Prerequisites: In addition to meeting the minimum requirements for admission established by the University, applicants will normally have completed 18 semester hours (6 courses) in art history. The department will consider applications from qualified students in other fields. Applicants are expected to have studied one foreign language-French, German, Italian, Spanish, or one approved by the department-for two years or have reading proficiency. The TOEFL exam is required for foreign students and must be passed at the level set by the university. The application must include: a statement of no more than 250 words describing the applicant's academic and professional objectives; a writing sample (such as an undergraduate paper) of 1250 to 2500 words; three letters of recommendation; GRE General Test scores.

Degree Requirements

Course Requirements: The program requires 30 hours of course work and 6 hours for the Thesis. Upon approval of the faculty, entering students may transfer up to 6 hours of graduate study in art history earned prior to admittance. Required courses are:

70003 Methods and Issues in Art History (3 hrs)

70013 The Art Museum (3 hrs)

70023 Approaches to the Art Object (3 hrs)

70983 Internship (3 hrs)

70996 Thesis (6 hrs)

The remaining 18 hours are elective courses; students are strongly encouraged to enroll in courses that reflect chronological and geographical diversity. Generally, a student may not earn more than 3 hours of graduate credit in coursework taken outside of the art history program.

Thesis requirement: The thesis is to be fulfilled by a paper, or its equivalent, that demonstrates advanced research skills. The thesis should be the result of independent study, the revision and improvement of a seminar paper, or writing generated by the student's museum internship. In all cases, the topic must receive approval of the student's advisor. The thesis will be overseen by department faculty members, in conjunction with a museum professional.

Language requirement: Students are required to pass a reading proficiency examination in French, German, Italian, Spanish, or another language approved by the faculty upon entering the program. The language examination is administered at the beginning of the fall semester. Students will be expected to translate two passages into English, one with the use of a dictionary and one without a dictionary. Each passage will be no more than 250 words, and students will be given 30 minutes to complete each portion of the exam.

Foreign language exams are administered to ensure that students can do art historical research in a foreign language. To this end, students are encouraged to make sure that they have a good understanding of basic grammar and vocabulary, as well as important art historical terminology. Students whose basic knowledge of a language or mastery of basic terminology in art history appears to be unsatisfactory will not receive a passing grade on the exam. Language exams will be graded on the following scale: high pass; pass; low pass; fail. The dictionary and non-dictionary portions of the exam will each be graded separately. Students are required to pass both sections of the exam for the M.A. in art history.

Students not passing the examination have two options:

Option 1: Retake and pass the examination at the beginning of the following semester.

Option 2: Enroll in two semesters (or an approved intensive equivalent) of second year foreign language study and

earn at least a "B" in both semesters (or their equivalent). This option must be completed by the beginning of the student's second year in the program.

Students who do not satisfy the language requirement by the beginning of their second year may be withdrawn from the program.

Oral Examination: Candidates for the M.A. degree are required to perform satisfactorily in a final oral examination.

Courses of Instruction

60123 American Art 1914-Present
60173 Early Italian Renaissance Art
60183 High and Late Italian Renaissance Art
60193 Symbol and Reality: Renaissance Art in Northern Europe
60203 17th Century Italian and Spanish Art
60213 Old Master Drawing
60333 Modern Art I: Romantic Classicism to Impressionism
60343 Modern Art II: Post-Impressionism to Surrealism
60353 Picasso: Artist of the Century
60363 17th Century Flemish-Dutch Painting
60500 Special Topics in Art History
60603 Art since 1945
60613 Modern Architecture
60623 History of the Print
60823 History of Photography

70003 Methods & Issues in Art History. A seminar focusing on the historiography of art history and current methodologies employed by the discipline. Topics include the origins of art history, research techniques employed to study the production and reception of the art object, the premises and results of contemporary modes of interpreting the art object, as well as current issues in the field.

70013 The Art Museum. A seminar which assesses a broad range of historical and contemporary issues, practices, and concerns of art museums, and which examines more specifically the collections and philosophies of the Amon Carter Museum, the Kimbell Art Museum, and the Modern Art Museum of Fort Worth. The class includes numerous museum-site sessions.

70023 Approaches to the Art Object. A seminar on the physical characteristics of art works, focusing on the science/art of authenticating and identifying art works in terms of authorship and date. Information also on artistic techniques, condition, and conservation. The chronological emphasis of the course may vary, depending on the particular interests of the instructor.

70100 Museum Seminar. This seminar offers students the opportunity to study an historical topic in depth, within an art museum environment. The course's specific topic varies, but the course always centers on actual works of art. Therefore, the seminar will meet the majority of the time in an art museum and include the participation of museum professionals. (3-9 sem. hrs.)

70300 Special Topics Seminar. A seminar that offers the opportunity to study various significant topics in depth. (3-12 sem. hrs.)

70983 Internship. *Prerequisite: Completion of the first year of the graduate program in art history. Students must apply and interview for an internship.* A semester-long internship in an art museum.

70996 Thesis. *Prerequisite: Completion of 27 semester hours of the graduate program in art history.*

Studio Art

Master of Fine Arts degree available in painting, printmaking or sculpture.

TCU offers a two-year (60-semester-hour) program in art leading to the Master of Fine Arts degree. Areas of specialization include painting, sculpture, and printmaking. The faculty welcomes applicants whose work displays high quality, originality and sustained visual ideas.

Prerequisites: B.F.A., or equivalent, including concentration in intended specialty as evidenced by appropriate credit, an acceptable portfolio of work, a statement of professional experience and goals, and letters of recommendation. Admission to the program is based on:

- Portfolio acceptable to faculty committee
- Strong G.P.A. in undergraduate art courses
- Statement of professional experience and goals
- Good overall academic G.P.A.
- Three letters of recommendation

Degree Requirements: A total of at least four semesters of graduate work is required. At least 60 semester hours must be earned, including no less than 12 in one area of specialization, and one hour in Thesis Exhibition. Six hours of Graduate Seminar, 12 hours of Art 60120 and 6 hours of Art History are required. Three hours of Art History must be 60603 Art Since 1945 or another contemporary art history course. The other 3 hours in art history may be chosen in consultation with the student's advisory committee. The remaining hours may be selected with the approval of the student's thesis committee, but with no more than 6 hours taken outside the department.

Suggested Credit-Hour Distribution:

First Year:

1st semester

9 studio hours
3 grad. critique hrs.
3 seminar hours
15 total hours

2nd semester
9 studio hours
3 grad. critique hrs.
3 art history hours
15 total hours

Second Year:

1st semester
9 studio hours
3 grad. critique hrs.
3 seminar hours
15 total hours

2nd semester
8 studio hours
3 grad. critique hrs.
1 thesis exhibition hr.
3 art history hours
15 total hours

Sequential Summary: First semester-request appointment of thesis committee; complete sequence of courses as approved by committee; complete any conditions contained in the admission letter from the Graduate Office. Second semester-complete sequence of courses as approved by committee; seek candidacy approval of committee. Third semester-request committee approval for preparation of Thesis Exhibition; complete sequence of courses approved by committee. Fourth semester-enroll for Art 70991 Thesis Exhibition with major adviser as chair of committee; complete approved sequence of courses; give careful attention to the special deadlines for graduating students as they are outlined in the Bulletin or "Information and Deadlines for Graduation" available from the Graduate Office. Students are advised to work at least two weeks ahead of deadlines to avoid disappointments caused by unexpected delays and schedule conflicts.

Thesis Committees: Students admitted to the program will be assigned a temporary adviser in their major or specialty area until an ultimate area of specialization is determined. In the first six weeks of study the student must request, in writing, that the department chair appoint a faculty member as a permanent major adviser. The student must confer with the proposed major adviser, and ensure that the faculty member is prepared to accept the student before requesting the chair to appoint the major adviser. The student may also suggest the names of two other faculty members to serve on the thesis committee. The thesis committee is formally appointed by the Graduate Office on the recommendation of the Chair of the Department of Art and Art History.

While every effort will be made to compose a committee of the student's first choices, it may be necessary to make changes in light of the student's field of concentration, and the load or commitments of the faculty members.

A student may request, in writing, to the chair of the department, that a change be made of the major adviser, or committee members, if the field of specialization changes, or if other justifiable reasons arise that would make the continuation of the existing committee contrary to the best interests of the student or the program.

The major adviser will be responsible for committee activities, for aiding the student in matters of the program and for informing the chair of the department, in writing, of the progress of the student.

Colloquia: Colloquia are offered by the faculty of the department. These are intended to serve the specific purpose of establishing a personal and informal means of communication between students and faculty. The colloquia will feature presentations and discussions by on and off-campus speakers, faculty and members of the Department of Art and Art History.

Candidacy: Admission to candidacy requires the approval of the thesis committee of each student. Admission to candidacy is expected no later than the end of the first academic year of graduate study. Those who have not been admitted to candidacy by the beginning of the second academic year may not earn additional credits. Those who wish additional elective credits may continue for a probationary period of not more than 12 semester hours as a 'non-degree' student. Further enrollment will be permitted only if a student is re-admitted to the degree program.

Exhibition: Thesis exhibition enrollment requires admission to candidacy as a prerequisite. Actual installation of the thesis exhibition requires approval of the thesis committee. The written portion of the thesis exhibition also requires committee approval. This written portion, and the format of the permanent record of the thesis exhibition, will be determined by the committee. The written portion of the MFA requirement is to be called 'Thesis Exhibition Statement' and will contain the following: 1) Title page; 2) Approval (signatures) page; 3) Index to the written portion; 4) Curriculum Vitae of the student; 5) List of illustrations (with title, media, dimensions); 6) Narration; 7) Illustrations in the form of photographs.

The narration (6 above) will take one of the following formats: a) program notes of an explanatory nature from the student's work in the exhibition, b) student's personal evaluation of the art forms contained in the exhibit or c) contemporary or historical perspectives supporting the student's exhibit.

Three bound copies of the Thesis Exhibition Statement are required. Two of these are retained by the Library and one by the Department of Art and Art History. Each copy will contain digital images of the work which lists the title, date, media and dimensions.

Graduate Assistantships: Graduate assistantships are offered each year to qualified candidates. Graduate assistants have an obligation of eight hours a week in service to the Department. They are given a full tuition waiver. Departmental assistants are given a full tuition waiver plus a stipend. Graduate and departmental assistants are assigned a private studio space.

Studio Art

60100 LIFE STUDIES (1-21 hours)
60120 GRADUATE CRITIQUE (3-12 hours)
60140 PAINTING (1-21 hours)
60160 PRINTMAKING (INTAGLIO) (1-15 hours)
60170 PRINTMAKING (LITHOGRAPHY) (1-15 hours)
60180 PRINTMAKING (SCREENPRINTING) (1-15 hours)
60420 SCULPTURE (1-21 hours)
60903 SEMINAR IN ART CRITICISM
60913 SEMINAR IN ART PROFESSIONS
60970 SPECIAL PROBLEMS (1-21 hours)
70991 THESIS EXHIBITION *Prerequisite: Admission to candidacy.*

Courses of Instruction

ART 60100 Life Studies. Life Studies (may be taken for 1-21 hours.)

ART 60120 Graduate Critique. Graduate Critique. 3-12 hours.

ART 60123 American Art 1913 to the Present. American Art from 1913 to the present.

ART 60140 Painting. Painting. 1-21 hours.

ART 60153 The Aztec, Maya, and Olmec: Ancient Mesoamerican Art. This course examines the art and architecture of the major cultures of Pre-Columbian Mesoamerica.

ART 60160 Printmaking (Intaglio). Printmaking (Intaglio) 1-15 hours.

ART 60163 Maya Art and Architecture. This course is an in-depth study of the art and architecture of the ancient Maya.

ART 60170 Printmaking (Lithography). Printmaking (Lithography) 1-15 hours.

ART 60173 Early Italian Renaissance Art. Early Italian Renaissance Art

ART 60180 Printmaking (Screenprinting). Printmaking (Screenprinting) 1-15 hours.

ART 60183 High and Late Italian Renaissance Art. High and Late Italian Renaissance Art

ART 60193 Northern Renaissance Painting: Van Eyck - Bruegel. Symbol and Reality: Renaissance art in northern Europe.

ART 60203 17th Century Italian and Spanish Art. 17th century Italian and Spanish art.

ART 60213 Drawing as Artistic Invention. The history and technique of drawings from the 15th through 18th centuries. Emphasis on Leonardo, Raphael, Michelangelo, Elisabetta Sirani, Rubens, and Rembrandt.

ART 60333 Modern Art I: Romantic classicism to Impressionism. Modern Art I: Romantic Classicism to Impressionism.

ART 60343 Modern Art II: Post-Impressionism to Surrealism. Modern Art II: Post-Impressionism to Surrealism

ART 60353 Picasso: Artist of the Century. Picasso: Artist of the Century

ART 60363 17th Century Flemish-Dutch Painting. 17th Century Flemish-Dutch Painting

ART 60420 Sculpture. Sculpture

ART 60500 Special Topics in Art History. Special Topics in Art History

ART 60603 Art Since 1945. Art since 1945.

ART 60613 Modern Architecture. Modern Architecture: 1750 to the present.

ART 60623 History of the Print. History of the Print

ART 60823 History of Photography. History of Photography

ART 60903 Seminar in Art Criticism. Seminar in Art Criticism

ART 60913 Seminar in Art Professions. Seminar in Art professions.

ART 60970 Special Problems. Special Problems (1-21 hours.)

ART 70003 Art Historical Methods, Theories and Issues. A seminar focusing on the historiography of art history and current methodologies and theories employed by the discipline. Topics include the origins of art history; research techniques employed to study the production and reception of the art object; the premises and results of contemporary modes of interpreting the art object, as well as current issues in the field.

ART 70013 The Art Museum. A seminar which assess a broad range of historical and contemporary issues, practices, and concerns of art museums, and which examines more specifically the collections and philosophies of the Amon Carter Museum, the Kimbell Art Museum, and the Modern Art Museum of Fort Worth. The class includes

numerous museum-site sessions.

ART 70023 Approaches to the Art Object. A seminar on the physical characteristics of art works, focusing on the science/art of authenticating and identifying art works in terms of authorship and date. Information also on artistic techniques, condition, and conservation. The chronological emphasis of the course may vary, depending on the particular interests of the instructor.

ART 70100 Museum Seminar. This seminar offers students the opportunity to study an historical topic in depth, within an art museum environment. The course's specific topic varies, but the course always centers on actual works of art. Therefore, the seminar will meet the majority of the time in an art museum and include the participation of museum professionals. (3-9 semester hours)

ART 70300 Special Topics Seminar. A seminar that offers the opportunity to study various significant topics in depth. (3-12 semester hours)

ART 70983 Internship. Prerequisite: completion of the first year of the graduate program in art history. Students must apply and interview for an internship. A semester-long internship in an art museum.

ART 70991 Thesis Exhibition. Prerequisite: Admission to candidacy.

ART 70996 Thesis. Prerequisite: Completion of 27 semester hours of the graduate program in art history.

School for Classical and Contemporary Dance

[Courses of Instruction](#)

Overview

The curriculum for the MFA in Classical & Contemporary Dance is being revised. The program will recommence in Fall 2009.

Courses of Instruction

DANC 50180 Supported Adagio II. Prerequisite: Senior or graduate standing. Advanced level of DANC 30180. Practice and/or performance of supported adagio roles. (1-4 semester hours)

School of Music

School Facilities

[Doctor of Musical Arts – Policies and Procedures](#)

[Degree Plans](#)

[Doctor of Musical Arts in Performance with Cognate in Music Theory or History](#)

[Doctor of Musical Arts in Performance with Cognate in Composition](#)

[Doctor of Musical Arts in Performance with Cognate in Voice Pedagogy](#)

[Doctor of Musical Arts in Piano Performance with Cognate in Piano Pedagogy](#)

[Doctor of Musical Arts in Piano Pedagogy](#)

[Doctor of Musical Arts in Composition with Cognate in Music History](#)

[Doctor of Musical Arts in Composition with Cognate in Performance](#)

[Doctor of Musical Arts in Conducting with Cognate in Music History or Theory](#)

[Doctor of Musical Arts in Conducting with Cognate in Performance](#)

[Master of Music – Policies and Procedures](#)

[Degree Plans](#)

[Master of Music in String Performance](#)

[Master of Music Education](#)

[Master of Music Education in Piano Pedagogy](#)

[Master of Music in Theory/Composition](#)

[Master of Music in Piano Performance](#)

[Master of Music in Organ Performance](#)

[Master of Music in Piano Pedagogy](#)

[Master of Music in Voice \(Pedagogy Emphasis\)](#)

[Master of Music in Voice \(Performance Emphasis\)](#)

[Master of Music in Wind and Percussion Performance](#)

[Master of Music in Musicology](#)

[Master of Music in Conducting](#)

[Artist Diploma in Piano \(post-baccalaureate\)](#)

Courses of Instruction

School Facilities

The **TCU School of Music** is housed in historic Ed Landreth Hall, the Mary D. and F. Howard Walsh Center for Performing Arts, Music Building South and Jarvis Hall. The Ed Landreth building includes the music offices and conference room, teaching studios, classrooms, a computer lab, practice and rehearsal facilities and a 1200-seat auditorium, once home to the Van Cliburn International Piano Competition. Instrumental resources include numerous upright and grand pianos; four pipe organs; two harpsichords; a clavichord; and a collection of authentic Baroque instruments.

The Walsh Center is home to the unique 325-seat PepsiCo Recital Hall, which is well known for its unprecedented acoustical design. The Walsh Center also contains an instrumental rehearsal hall, a choral rehearsal hall, an electronic piano laboratory, piano teaching studios and piano practice rooms all furnished exclusively with Steinway pianos.

Located on the south side of the TCU campus, Music Building South serves the TCU Opera Studio and contains a 100-seat rehearsal studio theater and the John Large Vocal Arts Laboratory.

The third floor of the newly renovated Jarvis Hall contains teaching studios, two classrooms, the Upchurch Studio for Electro-Acoustic Music, the Music Education Resource Library and the School of Music student lounge.

In addition to these four buildings, practice rooms and teaching studios are located in the Waits and Foster residence halls; and a large, comprehensive music library complete with recordings, reference books, texts, scores, and a listening room is housed in the Mary Couts Burnett Library.

Doctor of Musical Arts

Policies and Procedures

The objective of the Texas Christian University Doctor of Musical Arts degree in performance, piano pedagogy, composition, or conducting is to develop the musician-scholar--one who displays a high level of mastery in a professional medium and is equipped with scholarly research skills. The program leading to the degree is designed to prepare musician-scholars for careers as creative artists and teachers at institutions of higher learning. Enrollment in the TCU doctoral program will be carefully monitored toward the goal of remaining highly selective and relatively small. Prospective DMA students must demonstrate the potential for both artistry and scholarship on the highest levels.

Admission Requirements

To be admitted for study leading to the Doctor of Musical Arts degree program, the applicant must hold a master's degree in music or music education (or the equivalent) of at least 30 credit hours from an accredited college, university, or comparable institution, and present a grade point average of at least 3.0 for all previous graduate level work (A = 4.0). Appropriate preparation for doctoral study will vary according to the major/degree plan chosen; therefore, prospective applicants should consult with faculty in their intended major area for specific requirements and expectations. To complete the application process, send the following to the Graduate Studies Office, College of Fine Arts, Texas Christian University, TCU Box 297550, Fort Worth, TX, 76129:

1. A completed application for admission to DMA graduate study, available at <http://www.cfagraduate.tcu.edu/>.
2. Two official transcripts of all college work. Translations must be provided for all international transcripts.
3. Non-refundable application fee of \$50.
4. Three current letters of reference from persons qualified to comment on the applicant's academic musical

- achievement, teaching and/or professional experience, and potential for success in the degree program.
5. A double-spaced typed paper of five pages or more that illustrates the applicant's best writing and research skills. A term paper completed as part of master's level work is sufficient, or the student may submit a research paper, a critical analysis, or an article suitable for publication.
 6. A resume or curriculum vitae. This should include a list of concert performances, compositions, publications, and other musical accomplishments.

In addition, applicants must complete the requirements for the major field of study as described below:

A. Performance

1. An on-campus audition/recital in the principal applied music area will be presented before a faculty committee. The performance should feature works of contrasting styles, chosen to demonstrate musicianship and technical proficiency. Memorization is encouraged for all performers; it is required in Piano, Strings, and Voice. Sight-reading may be included as part of the audition. Audition requirements vary depending upon the area of study; for specific audition requirements, applicants must contact the faculty in their intended major area.
2. Students should submit printed programs of their performances, and supply a CD recording of a live performance with their application for admission. A videotape or DVD may be submitted in addition to the CD recording.

B. Composition

1. An on-campus interview with the composition faculty is required.
2. Applicants must submit five scores of recent works with recordings, as available.

C. Conducting

1. An audition with a TCU choral or instrumental ensemble will be conducted before a faculty committee. The audition will consist of a work chosen by the applicant in addition to one work assigned by the conducting faculty.
2. Applicants must submit a videotape of a recent ensemble performance and rehearsal conducted by the applicant.
3. Applicants must submit a repertoire list of all works conducted, as well as those studied in depth and prepared for conducting.

Audition

The audition/interview should be arranged in conjunction with the faculty in the major area and the College of Fine Arts Graduate Office. The CFA Graduate Office will send faculty contact information after application materials are received. Audition dates will be posted on the CFA Graduate Studies Website: <http://www.cfagraduate.tcu.edu/>.

The candidate must present a dossier at the audition; it should include the audition program, a vita, and a repertoire list. During the audition, which will be heard by at least three members of the graduate faculty, the candidate normally performs 30-45 minutes from a prepared one-hour program. After the performance, the applicant will interview with the faculty present. The faculty will report their evaluation of the audition and interview to the CFA Graduate Office, using the Report of DMA Audition Form. This report will be added to the student's file, which will be reviewed by area faculty, the Graduate Standards Committee, the Director of the SOM, and the Associate Dean for Graduate Studies.

English Requirements for International Applicants

In order to be considered for admission to the TCU DMA program, all international students must complete the Test of English as a Foreign Language and achieve one of the following scores:

- 100 on the iBT TOEFL
- 250 on the computer TOEFL
- 600 on the written TOEFL

This requirement applies to prospective international students coming from abroad as well as those coming to TCU from another college or university in the United States. Official scores must be sent to TCU from the testing agency.

Students who have earned a degree (in music) at an English-language university may be exempted from taking the TOEFL, at the discretion of the Graduate Standards Committee.

The on-campus interview and submitted writing samples will also be used to evaluate each applicant's English language proficiency. International students may be asked to interview via teleconference to ascertain listening and speaking ability in English.

GRE

The Graduate Record Examination (GRE) is required of all applicants to the DMA. Official scores must be sent to TCU from the testing agency. The GRE score is one of many elements in the applicant's file that will be considered during the admission process; there is no minimum required score.

Application Deadlines

For full consideration, applicants seeking admission to the DMA program should complete their application by January 15 to be considered for fall matriculation.

Graduate Assistantships

Graduate assistantships are available in various areas; these assistantships provide tuition waiver, a stipend, or both, and require up to 10 hours of work per week. Graduate Assistants must be full-time resident students. Applicants should indicate their interest in being considered for an assistantship on the application for admission. The application must be received in the Graduate Office by January 15 for full consideration for the fall semester. Generally, assistantships are for a complete academic year and are not available starting in the spring semester. Students are notified by April 15 if they have been granted an assistantship for the next academic year.

TCU adheres to the following Resolution of the Council of Graduate Schools in the United States: "Students are under no obligation to respond to offers of financial support prior to April 15; earlier deadlines for acceptance of

such offers violate the intent of this Resolution. In those instances in which a student accepts an offer before April 15, and subsequently desires to withdraw that acceptance, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer."

Doctoral students may hold an assistantship for a maximum of three years; renewal is dependent upon the recommendation of the faculty. In order to have an assistantship renewed, the student must make excellent academic and musical progress, display professional and collegial conduct, and fulfill all assistantship duties.

Outside employment for students holding financial aid carrying stipends is discouraged. The University assumes that the student's primary obligation is toward graduate study. The Director and Associate Dean reserve the right to review any outside employment and require that the student modify the commitment to the outside employment or relinquish the financial aid appointment.

Entrance Examination

The academic and musical abilities of all applicants are assessed by means of an entrance examination. This exam will be given during the audition/interview visit. The exam serves as a diagnostic tool to determine whether or not a student is prepared for doctoral study, what deficiencies exist, and as an aid in advising. The results of the exam will be reported to the CFA Grad Office and added to the student's file; it will be a factor in admissions.

On the basis of the Entrance Exam, incoming doctoral students may be advised to take certain courses to eliminate deficiencies in music history and theory. Credit earned in the completion of these courses is not applicable toward DMA requirements.

During the registration period, the student will meet with his or her program advisor to discuss the results of the exams, plan a tentative course of study, identify ways to strengthen areas in which deficiencies may exist, and review general program requirements.

Students whose Master's degree program did not include a course in bibliographic research will be required to take MUSI 60103-Bibliography and Research Techniques; this course will not count toward DMA curriculum requirements.

Further information about the Entrance Exam, and suggestions for preparation, are available on the CFA Grad Studies Website.

Keyboard Proficiency

Certain areas of study require keyboard proficiency. These standards are as follows:

Composition: Keyboard sight-reading for Composition majors consists of simple four-part, open choral score reading and a demonstrated ability to sight-read multiple lines at a time from a full orchestral or band score at pitch and in common transpositions (F, E-flat, B-flat, A) and tenor or alto clefs. The selected excerpts, which require moderate piano technical skills, must be transposed to the proper key and sounding octave.

Voice (Vocal Performance): Perform a piano audition of approximately five minutes in length. Repertoire presented should be equivalent in difficulty to that of Clementi Sonatinas or J. S. Bach Two Part Inventions. Pieces need not be memorized. Sight-read song accompaniments of moderate difficulty.

Choral Conducting: Sight-reading for Choral Conducting majors consists of four-part, open choral score reading.

Wind Instrument Conducting: Sight-read lines from a full orchestral or band score in common transpositions (F, E-flat, B-flat, A) and tenor or alto clefs. The selected excerpts, which require moderate piano technical skills, must be transposed to the proper key and sounding octave.

Orchestral Conducting: Two excerpts will be given to the student 24 hours prior to the exam, including 4-part strings and 4-5 woodwinds and/or brass, including at least two transpositions. Two additional excerpts will be given at the exam, including a single line in alto or tenor clef, and a single line in B-flat, F, or A transposition.

The student's level will be ascertained by means of an audition; the required skills must be acquired before Candidacy.

Major and Co-major Professor

At the time of admission, each student is assigned a faculty member—typically the student's professor in the major area—who serves as advisor and mentor throughout the program. If the Major Professor does not have an earned doctorate, a Co-major Professor with an earned doctorate will be appointed. The Major and Co-major Professor will advise the student on all matters pertaining to the program of study and selection of courses.

The Major or Co-Major Professor will typically serve as chair of the student's Doctoral Committee, guiding the preparation of recitals and research for the Document or Dissertation. The Major or Co-major Professor will chair the oral portion of the General Exam as well as the Final Oral Examination.

Doctoral Committee

Each student is counseled by a Doctoral Committee comprised of five members of the graduate faculty. As soon as it is practical, the doctoral committee is selected jointly by the student and the major professor. The student contacts members of the faculty to secure their willingness to serve on the committee and obtains the signature of each member on the Appointment of Doctoral Committee Form. The committee must include the Major or Co-major Professor (who serves as chair of the committee), another professor representing the major field of study, an approved professor representing music history/literature, an approved professor representing music theory, and a professor from outside of the School of Music. The committee approves recital programs, evaluates the recitals, conducts the general examination, supervises the preparation of the document or dissertation, and administers the final oral examination. At the document or dissertation stage, the doctoral committee may be reconstituted to provide additional expertise appropriate to the project. Any changes in membership of the Doctoral Committee must receive approval by the retiring, continuing, and new members of the committee, the Director of the SOM, and the Associate Dean for Graduate Studies.

Doctoral Committee Report

The Doctoral Committee Report affords the opportunity for a thorough review of the student's degree progress.

Following approval by the major area of study, it is normally prepared jointly by the Major Professor and student when the student has earned at least twelve, but not more than thirty doctoral credits. It is then circulated to all Doctoral Committee members for approval and/or recommendations. The report specifies the requirements for the completion of the degree and thus constitutes an agreement between the student, Doctoral Committee, the SOM, and the CFA Graduate Office. It must be submitted to and accepted by the CFA Graduate Office prior to attempting the General Examination. Subsequent changes in the content of the report can be made only with the approval of the Major Professor, Doctoral Committee, Director of the SOM, and the Associate Dean for Graduate Studies.

Residency Requirements

The student must be in residence as a full-time student for two consecutive regular semesters (fall/spring or spring/fall). A minimum of nine hours of approved course work and/or approved research must be completed each semester of the year of residence. Depending on the area of study, summer study/coursework may or may not be available. Summer coursework does not count toward residency requirements.

Transfer Credit

All TCU DMA programs include 60 semester hours of credit. A Master's degree of at least 30 hours is a prerequisite for DMA study at TCU.

Up to 12 semester hours of transfer credit earned beyond the Master's level may be applied to doctoral degree requirements in accordance with the following rules:

1. The credit hours transferred must represent valid graduate credit from an institution accredited to offer the DMA or equivalent degree.
2. The credit is applicable to the degree program and is approved by the program advisor, the Doctoral Committee, Director of the SOM, and Associate Dean for Graduate Studies.
3. The credit hours transferred may not be in an area where a deficiency exists (as identified by the entrance examinations or any other evaluation process).
4. Credit hours in the candidate's major area of concentration may not be transferred.
5. Credit hours transferred must carry a grade of A, B, or S.
6. Credit hours transferred normally cannot be more than five years old at the time of admission or re-admission to the degree program.
7. Students whose Master's degree program included more than 30 hours may be eligible to transfer up to six hours of Master's degree work.

Public Performance Requirements

The program content for DMA recitals must be approved one month in advance by the major professor and the student's Doctoral Committee. In the case of a lecture recital, an outline of the lecture must accompany the program. The first recital must be presented before the General Examination is taken, and at least one recital must be performed after the General Examination has been passed.

Recital dates may be reserved during the first week of class during each semester. The recital program must be approved by the Major Professor and the Doctoral Committee; the Major Professor will notify the CFA Graduate office and the Music Office that the student has been approved to play a DMA recital. The Major Professor will accompany the student to the Music Office to secure a date for the recital. All members of the Doctoral Committee should be notified of the time, date, and location of each recital by the candidate at least two weeks prior to the performance. Students are encouraged to consult with committee members prior to setting the recital date.

Normally, all doctoral recitals are given on campus. However, with permission of the student's Doctoral Committee and the Director of the SOM, a student may present one of the recitals off campus. When a recital is given off campus, the Major Professor must be in attendance.

Ideally, all doctoral recitals will be heard in person by at least three members of the student's Doctoral Committee. Members of the Doctoral Committee present at the recital will meet privately following the recital to discuss and evaluate the performance. Doctoral Committee members not in attendance must be provided a recording by the student within one week following the recital, to be evaluated within the period of two weeks. The major professor will circulate the Report of DMA Recital Grade Form for all Doctoral Committee members to sign, and return it to the CFA Grad Office. The Associate Dean will then report the recital grade to the registrar.

Performance: A minimum of three public performances is required. At least two performances must be full-length solo recitals. The remaining performance may be either a lecture recital or chamber music recital. A student who has an opportunity to perform a concerto with orchestra or appear in a major operatic role may apply for evaluation of such performances as a portion of the recital requirements. Concerto or operatic performances may not be substituted for more than one full-length recital. Such substitution must be approved in advance by the student's Doctoral Committee. Memorization requirements are determined by the faculty in the major area.

Piano Pedagogy: A student emphasizing piano pedagogy must demonstrate competence both as a performer and as a teacher. To this end, three public performances are required: 1) a full-length solo recital; 2) a second full-length solo recital, a lecture recital (which may be pedagogical in nature), or a chamber music recital in which the piano plays an important musical role; and 3) a public workshop for piano teachers concentrating on teaching techniques and materials. The public workshop must be at least five hours in length. It may be presented off campus, provided the major professor is in attendance and the workshop is videotaped.

Composition: A student in composition must demonstrate competence as a practitioner of the musical art by presenting two recitals. One recital is a program of original music. The second recital requirement may be satisfied through the presentation of a single recital of original music or the equivalent realized through several performances of original compositions presented during regular School of Music concerts or recital programs. As appropriate, the student may appear as a soloist, member of a chamber ensemble, or as conductor. A student who has the opportunity for a significant off-campus performance of original music may apply for evaluation of that performance as a portion of the second recital requirement. This must be approved by the Major Professor and the Doctoral Committee.

Conducting: Three public performances are required. Two of these may be performed by TCU SOM ensembles; at least one recital must be performed by a group recruited by the student. At least two performances must be full-length concerts. The remaining performance may be a lecture recital related to the document topic. Concert literature should comprise a variety of national and historical styles and should make use of large as well as small ensembles. Choice of repertoire and media will be made after consultation with and approval of the Major Professor

and the Doctoral Committee. Detailed and specific requirements are available from the conducting area faculty.

Recital Recording

Recitals performed in Ed Landreth Hall or PepsiCo Recital Hall will be recorded by SOM staff. The student must arrange for a professional quality recording to be made of any recitals given outside the SOM or off-campus. An appropriately labeled and indexed recording of each recital, with program, must be submitted to the Graduate Office.

Language Requirement

The student must acquire a reading knowledge of one approved modern foreign language, usually French, German, or Italian. With the consultation and approval of the program advisor, the student will choose the language most appropriate to his/her research, area of concentration, and prior language study.

The student may meet the language requirement by earning at least a B average in the undergraduate sophomore year (both semesters) of the language, by earning a B in a graduate-level course in the language, or by achieving an appropriate score on a language exam such as the College Level Examination Program (CLEP). Curricular DMA credit is not given for language courses; in addition, no graduate financial aid is available for these courses.

Further language and diction skills are required for voice and choral conducting students. Please consult with the faculty in these areas for details.

General Examination

The general examination is designed to evaluate the student's ability to integrate knowledge, apply theoretical concepts, demonstrate skills, and draw conclusions. Although it is composed of many parts, the examination is regarded as one entity and evaluated as such. It normally covers course work completed for the doctoral degree as well as general musical knowledge normally acquired through prior study and professional experience. It focuses on the major field of concentration, the cognate area(s) of study, music history, and music theory.

Before taking the examination, the student must have remedied any deficiencies identified by the Entrance Exam. In addition, he or she must have completed all of the coursework in music history and theory and a majority of the major field coursework. Further, the student must have presented at least two DMA recitals. The student must receive the approval of the Doctoral Committee to take the examination. The Major Professor will report to the CFA Graduate Office in writing or by email that the student has been approved by the Committee to take the exam. The student must be enrolled in at least one graduate credit hour during the semester in which the General Examination is taken. The examination is both written and oral in nature. The written portion of the examination is given once each semester. Exam dates and information about the structure of the exam may be obtained from the Grad Studies website.

The oral portion of the exam is usually scheduled one to two weeks following the written tests. All members of the Doctoral Committee, including the outside member, must be present when the oral portion of the examination is administered. The examination must be completed at least seven months prior to receiving the degree.

Within one week after the oral portion of the general examination, the Major Professor must report to the Associate Dean for Graduate Studies whether the student passed or failed the examination. If the student passes the examination, he or she will be admitted to candidacy for the degree. If the student fails, he or she may, with the permission of the Doctoral Committee, attempt the examination one more time during the following semester or later. A third attempt is not permitted.

For more detailed information on how to schedule the General Examination, please visit the CFA Graduate Studies website.

Written Documentation/Dissertation

A six credit hour written document is required for the DMA in Performance, Piano Pedagogy, and Conducting. The document will normally be more limited in scope than a Dissertation, but will demonstrate high standards of scholarship and contribute to existing knowledge. It is hoped that the final project will be suitable for publication.

Composition students will produce a full 12-hour dissertation of one or more compositions suitable for publication.

Students should begin thinking about a topic early during the course work so they may be ready to present the topic proposal as soon as the General Examination has been passed. Presentation of a topic prior to passing the General Examination requires special permission from the Doctoral Committee and the Director of the SOM.

Choosing a Topic

Performance major: The document will normally be concerned with such areas as music history, repertoire, performance practices, analysis of major works, human physiology, acoustics, psychology, aesthetics, teaching methods and materials, and the editing of lesser-known compositions.

Composition major: The final project will comprise one or more major works.

Conducting major: The document will be concerned with such areas as performance practices, teaching methods and materials, the editing of early music, aesthetics or psychology, and analysis of major works.

Proposal

Once a potential topic has been identified, a written proposal is prepared under the guidance of the Major Professor and other members of the Doctoral Committee. The proposal will normally include an introduction, a discourse on the nature and importance of the topic, a chapter-by-chapter outline of the projected document, and a bibliography. Once the proposal has been written, it is submitted to all committee members for comments and suggestions. Following further revision (if needed), the proposal is considered at a meeting of the entire Doctoral Committee. The student is required to be present at this meeting. Upon approval of the proposal, bound copies are then signed by the Doctoral Committee members. Each committee member receives a copy of the proposal and an additional copy is submitted to the CFA Graduate Office for reference. The latter must be *velo bound*.

Enrolling in Document or Dissertation Hours

Permission to enroll in MUSI 90960/90970 (DMA Document) or MUSI 90980/90990 (DMA Composition Dissertation) may be granted during any enrollment period in which work on the project or proposal is undertaken. Following the initial enrollment in document or dissertation hours, a student must maintain continuous enrollment during each regular semester in at least one hour of Document or Dissertation until the degree is completed.

Writing the Document or Dissertation

During the research and writing of the project, the candidate is advised to consult regularly with the Major Professor and from time to time with the other members of the Doctoral Committee. The Major Professor bears the primary responsibility for guiding the research efforts of the doctoral candidate and should possess expertise in the topic area as well as skills of scholarship necessary to guide the document to successful completion. When the topic extends beyond the expertise of this faculty member, a Co-major Professor may serve the best interests of the student. In addition, if the student's Major Professor does not have an earned doctorate, the co-major professor, appointed at the outset of doctoral study, will mentor the project. (See above, "Major and Co-major Professor.") The Major or Co-major Professor supervises the project to insure exhaustive research of the topic, a thorough and complete report of the findings, a logical organization of the paper, correct grammar, proper spelling, acceptable writing style and appropriate format. Before other members of the Doctoral Committee receive the document for review (either in part or whole), the paper should be at a stage of progress and level of scholarship suitable for critical examination.

Each committee member brings his or her own area of expertise to bear on the paper and carefully scrutinizes it for weaknesses in research, content, organization and general scholarship.

The student, in consultation with the major professor, will use the current edition of either the MLA Style Manual and Guide to Scholarly Publishing or Turabian's Manual of Style. Each student must follow the SOM DMA Document and Dissertation Guidelines available at <http://www.cfagraduate.tcu.edu>.

Final Oral Examination

One month prior to the proposed final oral examination date, the candidate must present a copy of the document or dissertation to all members of the doctoral committee for critical examination and comment. All five members of the committee must read the document/dissertation and accept or reject it. If it receives tentative acceptance from the committee and the indicated corrections and/or revisions are minimal, then the candidate may begin preparation of the final draft.

The candidate must present to the Graduate Office an unbound copy of the complete document/dissertation and abstract (the latter not exceeding 350 words) in order to secure permission to take the final oral examination. The document and abstract must be accompanied by the Doctoral Oral Exam Scheduling Form, signed by all members of the Doctoral Committee. The student must contact each member of the Doctoral Committee prior to setting and confirming the date and time of the final oral examination. After the reading copy has been examined and approved and a degree check has been satisfactorily completed by the CFA Graduate Office, the Associate Dean will sign the Doctoral Oral Exam Scheduling Form and the exam may take place as scheduled. A Report on the Final Oral Examination form will be given to the major professor.

The final oral examination is primarily a defense of the document or dissertation, although any relevant topic may be explored if the committee so chooses. In order to allow adequate time for preparation of examination questions, a copy of the document should be provided to each member of the committee at least seven days prior to the examination. The student is responsible for contacting all committee members prior to setting the time, date and location of the examination. The final oral examination is open to the public.

At least four members of the committee, including the major professor and the outside member, must be present to conduct the examination. Following a decision on the student's examination performance, those committee members present must sign the Report on the Final Oral Examination form. The Major Professor will deliver the report to the CFA Graduate Office.

The candidate must be enrolled in at least one graduate hour during the semester in which the final oral examination is taken. The final oral exam must be taken during the same semester that the document or dissertation is completed.

If the candidate fails the oral exam, only one re-examination will be permitted; the date of the re-examination will be set at the discretion of the doctoral committee. If the candidate fails the re-examination, he or she will be dropped from the program and candidacy for the degree terminated.

If the candidate passes the final oral examination, he or she will take a copy of the document/dissertation, signed by all committee members, to the CFA Graduate Office for final approval. The process requires electronic submission of a PDF file, according to the instructions posted at lib.tcu.edu/NDLTD. Copyright may be obtained; the fee for this optional service is paid by the student. The SOM will also require a bound copy of the document/dissertation for its archives.

Time Limit

A doctoral student who enters the TCU DMA program with a master's degree must pass the general examination within four calendar years of the student's first registration for doctoral study at TCU. A doctoral candidate must complete all the degree requirements within six years after passing the general examination. Extension of time must be applied for in writing to the Director of the SOM who will then make a recommendation to the Associate Dean. The letter should explain why the degree was not completed within the time limit and should present a schedule for completion of the degree.

Degree Programs

Doctor of Musical Arts in Performance with Cognate in Music Theory or History

MUSP 70110-70610 Lessons on major instrument	18 (six semesters)
MUSP 80971 DMA Recital I	1
MUSP 80981 DMA Recital II	1
MUSP 80991 DMA Recital III	1
Music Theory courses	9
Music History courses	9
Cognate	6*
MUSI 60010-60360 Ensembles	2

MUSI 90970 DMA Document	6
Electives	7
TOTAL	60

*6 additional credits in Music History or Theory

Doctor of Musical Arts in Performance with Cognate in Composition*

MUSP 70110-70610 Lessons on major instrument	18 (six semesters)
MUSP 80971 DMA Recital I	1
MUSP 80981 DMA Recital II	1
MUSP 80991 DMA Recital III	1
Music Theory courses	9
Music History courses	9
MUSI 60630 Composition	6
MUSI 60801 Composition Seminar	1
Composition Electives	2
MUSI 60010-60360 Ensembles	2
MUSI 90970 DMA Document	6
Electives	4
TOTAL	60

*Admission to the Composition Cognate is determined by the composition faculty; ability to do graduate level work in composition is a prerequisite.

Doctor of Musical Arts in Performance with Cognate in Voice Pedagogy

MUSI 70110 Doctoral Voice	12 (six semesters)
MUSI 70110 Doctoral Voice (Vocal Coaching)	6 (six semesters)
MUSI 80971 DMA Recital I	1
MUSI 80981 DMA Recital II	1
MUSI 80961 DMA Lecture/Recital	1
Ensembles (Opera)	2
MUSI 60064 Advanced Vocal Pedagogy Seminar	3
MUSI 60072 Technology in Voice Teaching	2
MUSI 60052 Repertoire Management	2
MUSI 60041 Practicum (2 semesters)	2
Pedagogy Elective **	2-3
Music History Courses*	6-9
Music Theory Courses*	6-9
MUSI 90970 DMA Document	6
Electives	4-5
Total	60

* Advanced courses in music theory and music history with a minimum of two courses in an area.

** Chosen from MUSI 50063, 60041, 60062, 60162, or Speech Communications Disorders courses.

Doctor of Musical Arts in Piano Performance with Cognate in Piano Pedagogy

MUSP 70210 Doctoral Piano	18 (six semesters)
MUSP 80971 DMA Recital I	1
MUSP 80981 DMA Recital II	1
MUSP 80961 DMA Lecture/Recital	1
Piano Pedagogy Courses	11-12*
Music Theory courses	9
Music History courses	9
MUSI 60080-60170 Ensembles	2
MUSI 90970 DMA Document	6
Electives	1-2
TOTAL	60

* Chosen from MUSI 60203, 60213, 60223, 60233, 60243, 60913, 60923, 61230, 60400

Doctor of Musical Arts in Piano Pedagogy

MUSP 70210 Doctoral Piano	12 (six semesters)
MUSP 80971 DMA Recital I	1
MUSP 80981 DMA Recital II	1
MUSI 80971 Doctoral Pedagogy Workshop I	1
MUSI 80981 Doctoral Pedagogy Workshop II	1

Piano Pedagogy Courses	12-14*
Music Theory courses	9
Music History courses	9
MUSI 60080-60170 Ensembles	2
MUSI 90970 DMA Document	6
Electives	4-6
TOTAL	60

* Chosen from MUSI 60203, 60213, 60223, 60233, 60243, 60913, 60923, 61230, 60400

Doctor of Musical Arts in Composition with Cognate in Music History

MUSI 70630 Doctoral Composition	12 (four semesters)
MUSP 80971 DMA Recital I	1
MUSP 80981 DMA Recital II	1
MUSI 60801 Composition Seminar	1
Music Theory Courses*	12
MUSI 70903 Music Theory Treatise*	3
Music History Cognate	15
MUSI 60010-60360 Ensembles	1
MUSI 90980, 90990 DMA Composition Dissertation	12
Electives	2
TOTAL	60

*All DMA degrees in Composition include the equivalent of a cognate in Music Theory.

Doctor of Musical Arts in Composition with Cognate in Performance*

MUSI 70630 Doctoral Composition	12 (four semesters)
MUSP 80971 DMA Recital I	1
MUSP 80981 DMA Recital II	1
MUSI 60801 Composition Seminar	1
Music Theory Courses**	12
MUSI 70903 Music Theory Treatise**	3
Music History Courses	9
MUSP 60110-60610 Applied Music Lessons	6
Performance Electives	2
MUSI 60010-60360 Ensembles	1
MUSI 90980, 90990 DMA Composition Dissertation	12
TOTAL	60

*Admission to the performance cognate is by audition and must be approved by the appropriate applied music faculty.

**All DMA degrees in composition include the equivalent of a cognate in Music Theory.

Doctor of Musical Arts in Conducting with Cognate in Music History or Theory

MUSI 70220 Doctoral Conducting*	18 (six semesters)
MUSP 80971 DMA Recital I	1
MUSP 80981 DMA Recital II	1
MUSP 80991 DMA Recital III	1
MUSI 60232 Score Reading	2
Music Theory Courses**	9
Music History Courses***	9
Cognate****	6
MUSI 60010-60360 Ensembles	2
MUSI 90970 DMA Document	6
Electives	5
TOTAL	60

*Must include lessons in orchestral, band, and choral conducting.

**Must include MUSI 70203 Analysis for Performance and MUSI 50970 Spec. Studies: Advanced Orchestration.

*** MUSI 50403 Symphonic Literature, MUSI 50423 Choral Literature, MUSI 50970 Spec. Studies: Band Literature are required.

****6 additional credits in Music History or Theory

Doctor of Musical Arts in Conducting with Cognate in Performance*

MUSI 70220 Doctoral Conducting**	18 (six semesters)
MUSP 80971 DMA Recital I	1

MUSP 80981 DMA Recital II	1
MUSP 80991 DMA Recital III	1
MUSI 60232 Score Reading	2
Music Theory Courses***	9
Music History Courses****	9
MUSP 60110-60610 Applied Music Lessons	6
MUSP 70971 Recital (Cognate area)	1
MUSI 60010-60360 Ensembles	2
MUSI 90970 DMA Document	6
Electives	4
TOTAL	60

*Admission to the performance cognate is by audition and must be approved by the appropriate applied music faculty.

**Must include lessons in orchestral, band, and choral conducting.

***Must include MUSI 70203 Analysis for Performance and MUSI 50970 Spec. Studies: Advanced Orchestration.

****MUSI 50403 Symphonic Literature, MUSI 50423 Choral Literature, MUSI 50970 Special Studies: Band Literature are required.

Master of Music

Degree programs may be pursued in Master of Music with emphasis in performance, pedagogy, musicology, theory/composition and the Master of Music Education.

Prerequisites: Bachelor of Music degree or its equivalent with a major in the area of proposed graduate study, including sophomore-level credit in an approved foreign language in the case of prospective majors in musicology or theory/composition.

Audition: Students applying in performance must present a satisfactory, in-person audition. Before an audition can be scheduled, applicants must submit a completed School of Music application and a statement of professional experience and goals. An additional requirement for admission includes two separate letters of recommendation attesting to the candidate's musical accomplishments and ability sent directly to the School of Music Office. In exceptional circumstances, a videotape/DVD audition recording will be considered for admission.

Students applying in the areas of Musicology, Theory/Composition, and Music Education are required to submit acceptable GRE scores prior to admission. Students applying for admission to all other programs are not required to take the GRE, but are strongly encouraged to do so and submit scores prior to admission. The test scores, along with other materials, provide valuable information aiding in the evaluation and placement of students.

All entering graduate students are required to take placement examinations during the first week of residency and must satisfy keyboard and theory proficiencies. ALL portions of the test must be satisfactorily completed prior to admission to candidacy.

Students majoring in musicology or theory/composition must submit examples of scholarly or creative work prior to admission. Scholarly papers, compositions (scores and tapes) and original computer programs are appropriate.

Every graduate student must participate in an ensemble for a minimum of two semesters during residency. In special circumstances, related to stipend or assistantship, ensemble participation may be required for additional semesters.

International Students

Applicants from countries other than the U.S. must meet the same admission standards required of all other applicants. In addition, before being admitted to the School of Music, each international student must demonstrate proficiency in the English language. The University requires an official score report from the Educational Testing Service of at least 550 (paper-based) or 213 (computer-based) on the Test of English as a Foreign Language (TOEFL) with no section score less than 55. The School of Music prefers the computer-based test.

Performance majors must earn 30-34 hours in approved graduate courses, including at least 12 hours in studio instruction, and present two recitals, the content and format of which shall be determined and evaluated by the student's graduate advisory committee.

Pedagogy, musicology and theory/composition majors must earn 34-36 hours in approved graduate courses, with at least half of the courses, including thesis where appropriate, in the principal field.

The **Piano Pedagogy** curriculum is designed to provide advanced training in the field of piano pedagogy by preparing students to teach studio and class piano, conduct research in their field, write papers suitable for publication and present lectures and workshops on pedagogical topics.

A comprehensive oral examination must be passed before the completion of all programs. This examination is given after the final recital or project is completed.

Degree Plans

Master of Music in String Performance

MUSP 60310-60360 (Lessons)	12
MUSI 60120 (Orchestra)	2
MUSI 60080 (Chamber Music)	1
MUSP 70971 (Recital I)	1

MUSP 70981 (Recital II)*	1
Musicology	
MUSI 60103 (Bibliography and Research Techniques)	3
Electives in Music History	3
Music Theory	
MUSI 50203 (Structure and Style)	3
Electives in Music Theory	3
Electives	3
TOTAL	32

*The recital shall be no less than 60 minutes in length, not including intermission. Two copies of a good quality recording of the final recital must be submitted to the Graduate Studies Office before the student can be cleared for graduation. This is the student's responsibility.

Master of Music Education

Music Education majors must earn a minimum of 32 hours in approved graduate courses, with at least half of the courses, where appropriate, in the principal field of instrumental, choral or general music. This degree is designed to strengthen musical scholarship and performance, to promote philosophical and psychological understanding in music education, and to provide opportunities to explore specific interests of the individual student through special topics courses.

MUSI 60913 (Psychology of Music)	3
MUSI 60923 (Philosophy of Music Education)	3
MUSI 60300 (Special Problems in Music Education)*	6
Education Courses	6
Musicology	
MUSI 60103 (Bibliography and Research Techniques)	3
Theory	3
MUSI 50523 (Linear Analysis)or MUSI 60553 (Analysis of Contemporary Music)	
Performance	
MUSP 60110-60710 (Lessons)**	3-6
MUSI 60010-60210 (Ensemble)	1
Electives***	1-4
TOTAL	32

* A comprehensive oral examination follows submission of the final Special Problems Report.

** With permission, students may take Performance for 6 semester hours, including a public recital.

*** Majors with keyboard concentration fulfill this two-semester requirement through Accompanying and Chamber Music Ensembles.

Master of Music Education in Piano Pedagogy

MUSI 60913 (Psychology of Music)	3
MUSI 60923 (Philosophy of Music Education)	3
MUSI 60203 (Graduate Piano Pedagogy and Practice I)	3
MUSI 60213 (Graduate Piano Pedagogy and Practice II)	3
MUSI 60223 (Current Trends in Piano Pedagogy)	3
MUSI 60231 (Internship in Teaching)	1
EDEC 60133 (Play and Creativity) or	3
EDUC 60810 (Seminar in Educational Research)	
MUSI 60300 (Special Problems in Music Education)*	2
Musicology	
MUSI 60103 (Bibliography and Research Techniques)	3
Theory	
MUSI 50523 (Linear Analysis)or MUSI 60553 (Analysis of Contemporary Music)	3
Performance	
MUSP 60210 (Lessons)**	6
MUSI 60010-60210 (Ensemble)***	1
TOTAL	34

* A comprehensive oral examination follows submission of the final Special Problems Report.

**With permission, students may take Performance for 6 semester hours, including a public recital.

***Majors with keyboard concentration fulfill this two-semester requirement through Accompanying and Chamber Music Ensembles.

Master of Music in Theory/Composition

It is possible to emphasize either theoretical, compositional or computer music studies. In each semester of the first year of study, prescribed courses will be taken, as well as courses in the emphasis area of choice.

MUSI 60800 (Theory Seminar)	6
MUSI 60700(Special Topics, Theory or Computer Music) or MUSI 60630 (Composition)	6
MUSI 50523 (Linear Analysis)	3
MUSI 60553 (Analysis of Contemporary Music)	3
MUSI 70980 (Thesis)	6
MUSI 60103 (Bibliography)	3
MUSI 60500 (Musicology Seminar)	3
MUSI 60010-60210 (Ensemble)	1
Electives	5
TOTAL	36

Master of Music in Piano Performance

MUSP 60210 (Piano)	12
MUSI 60080-60210 (Ensemble)*	1
MUSI 70971 (Recital I)**	1
MUSI 70981 (Recital II)***	1
Musicology	
MUSI 60103 (Bibliography and Research Techniques)	3
MUSI 50433 (Keyboard Literature)	3
Music Theory	
MUSI 50523 (Linear Analysis)	3
MUSI 60553 (Analysis of Contemporary Music)	3
Electives	3
TOTAL	30

*Piano majors fulfill this two-semester requirement through Piano Accompanying and/or Chamber Music.

**Each of the two recitals shall be no less than 60 minutes in length. The first recital may, if desired, include a concerto with second piano accompaniment and/or chamber music; this portion, however, must be no more than half the length of the recital.

***Two copies of a good quality recording of the final recital must be submitted to the Graduate Studies Office before the student can be cleared for graduation. This is the student's responsibility.

Master of Music in Organ Performance

MUSP 60220 (Organ)	12
MUSP 60080-60210 (Ensemble)	1
MUSP 70971 (Recital I)*	1
MUSP 70981 (Recital II)**	1
Musicology	
MUSI 60103 (Bibliography & Research Techniques)	3
MUSI 50423 (Choral Literature) or MUSI 50970 (Special Studies: Hymnology)	3
Music Theory	
MUSI 50523 (Linear Analysis)	3
MUSI 50203 (Musical Structure and Style)	3
Electives***	5
Total	32

*The recitals should be one hour in length. The first recital may be a lecture recital, or it could include ensemble or chamber music. However, this recital must include at least 30 minutes of solo performance.

** Two copies of a good quality recording of the final recital must be submitted to the Graduate Studies Office before the student can be cleared for graduation. This is the student's responsibility. A comprehensive oral examination follows the final recital.

***Recommended electives are MUSI 50212 (Choral Conducting) MUSI 60700 (Special Studies: Keyboard Harmony), and/or MUSI 50433 (Keyboard Literature).

Master of Music in Piano Pedagogy

Performance	
MUSI 60210 (Piano)	8
MUSI 60080-60210 (Ensemble)*	1
MUSI 70971 (Recital I)	1
Pedagogy	
MUSI 60203 (Graduate Piano Pedagogy and Practicum I)	3
MUSI 60213 (Graduate Piano Pedagogy and Practicum II)	3
MUSI 60223 (Current Trends & Research in Piano Pedagogy)	3
MUSI 61231 (Internship in Teaching)	1

MUSI 60913 (Psychology of Music)	3
MUSI 70972 (Lecture/Recital)	2
Musicology	
MUSI 60103 (Bibliography & Research Techniques)	3
MUSI 50433 (Keyboard Literature)	3
Music Theory	
MUSI 50523 (Linear Analysis), or MUSI 60553 (Analysis of Contemporary Music)	3
Total	34

*Piano Pedagogy Majors fulfill this two-semester requirement through Accompanying and/or Chamber Music.

Piano Pedagogy Majors must pass the Keyboard Skills Exam or take Functional Piano (MUSI 20071 and 20081)

Master of Music in Voice (Pedagogy Emphasis)

Performance	
MUSP 60110 (Voice)	8
MUSI 60100; 60040 (Opera/Chorale)	2
MUSI 70971 (Recital)*	1
Pedagogy	
MUSI 50053 (Introduction to Voice Pedagogy)	3
MUSI 50063 (Comparative Voice Pedagogy)	3
MUSI 60052 (Voice Repertoire Management)	2
MUSI 60162 (Techniques for the Singer-Actor)	2
MUSI 60041 (Voice Pedagogy Practicum)**	1
Musicology/Music Literature	
MUSI 60103 (Bibliography and Research Techniques)	3
Musicology/Music Literature Elective	3
Music Theory	3
Electives***	3
TOTAL	34

* The recital shall be no less than 60 minutes in length, not including intermission. Two copies of a good quality recording of the final recital must be submitted to the Graduate Studies Office before the student can be cleared for graduation. This is the student's responsibility.

** Voice Pedagogy Practicum may be repeated for elective credit.

***Chosen from graduate courses in Music or related academic fields. Recommendations may be made on the basis of undergraduate transcript and placement examinations.

Master of Music in Voice (Performance Emphasis)

Performance	
MUSP 60110 (Voice)	8
MUSI 60100; 60040 (Opera/Chorale)	2
MUSI 70971 (Recital I)*	1
MUSI 70981 (Recital II)**	1
Pedagogy	
MUSI 50053 (Introduction to Voice Pedagogy)	3
MUSI 60052 (Voice Repertoire Management)	2
MUSI 60162 (Techniques for the Singer-Actor)	2
Musicology/Music Literature	
MUSI 60103 (Bibliography and Research Techniques)	3
Musicology/Music Literature Elective	3
Music Theory	6
Electives***	3
TOTAL	34

* Each recital shall be no less than 60 minutes in length, not including intermission. A major operatic role may be substituted for one of the recitals.

**Two copies of a good quality recording of the final recital must be submitted to the Graduate Studies Office before the student can be cleared for graduation. This is the student's responsibility.

***Chosen from graduate courses in Music or related academic fields. Recommendations may be made on the basis of undergraduate transcript and placement examinations.

Master of Music in Wind and Percussion Performance

Performance	
MUSP 60310-60710 (Lessons)	12
MUSI 60010-60210 (Ensemble)*	1
MUSI 70971 (Recital I)	1

MUSI 70981 (Recital II) **	1
Musicology	
MUSI 60103 (Bibliography and Research Techniques)	3
MUSI 60500 (Seminar in Musicology)	3
Music Theory	
MUSI 50523 (Linear Analysis)	3
MUSI 60553 (Analysis of Contemporary Music)	3
Electives	3
Total	30

*This is a two-semester requirement.

** A good quality tape recording of the final recital must be submitted in two copies to the Graduate Studies Office, before the student may be cleared for graduation. This is the student's responsibility. A comprehensive oral examination follows the final recital.

Master of Music in Musicology

Music History Courses	
MUSI 60103 (Bibliography and Research Techniques)	3
MUSI 60500 (Seminar in Musicology)	3
MUSI 70950 (Special Studies: Comp. Exam. Prep.)	1
MUSI 70980 (Thesis I)	3
MUSI 70990 (Thesis II)	3
Three additional Music History courses	9
Other Requirements	
MUSI 60800 (Seminar in Music Theory)	3
MUSI 50203 (Musical Structure and Style), MUSI 50523 (Linear Analysis), or MUSI 60553 (Analysis of Contemporary Music)	3
Ensemble (60010-60210)	1
Electives*	3
TOTAL	32

*Chosen from graduate level courses (Musicology, Theory, or courses outside the school).

Master of Music in Conducting

Band Conducting Emphasis

<i>Music Theory</i>	
MUSI 50523 (Linear Analysis)	3
MUSI 60553 (Analysis of Contemporary Music)	3
<i>Musicology</i>	
MUSI 60103 (Bibliography and Research Techniques)	3
MUSI 60500 (Seminar in Musicology)	3
<i>Conducting</i>	
MUSI 50222 (Instrumental Conducting)	2
MUSI 60232 (Score Reading)	2
MUSI 50970 (Special Topics - Band Literature)	3
MUSI 60220 (Special Studies in Conducting)	4
<i>Performance</i>	
MUSP 60410 -60610(Lessons)	4
MUSP 70971 (Recital I)*	1
MUSP 70981 (Recital II)*	1
Electives**	3
TOTAL	32

* Conducting majors participate as conductors in at least two public performances with major university ensembles. Each candidate for the Master of Music in Conducting must submit two copies of good quality audio and video recordings of both recital appearances to the Graduate Studies Office before the student can be cleared for graduation.

**Chosen from graduate courses in music or related academic fields.

Choral Conducting Emphasis

<i>Music Theory</i>	
MUSI 50523 (Linear Analysis)	3
MUSI 60553 (Analysis of Contemporary Music)	
<i>Musicology</i>	
MUSI 60103 (Bibliography and Research Techniques)	3

MUSI 60500 (Seminar in Musicology)	3
<i>Conducting</i>	
MUSI 50212 (Choral Conducting)	2
MUSI 60232 (Score Reading)	2
MUSI 50423 (Choral Literature)	3
MUSI 60220 (Special Studies in Conducting)	4
<i>Performance</i>	
MUSP 60110 (Voice)	4
MUSP 70971 (Recital I)*	1
MUSP 70981 (Recital II)*	1
Electives**	3 Chosen from graduate courses in music or related academic fields.
TOTAL	32

* Conducting majors participate as conductors in at least two public performances with major university ensembles. Each candidate for the Master of Music in Conducting must submit two copies of good quality audio and video recordings of both recital appearances to the Graduate Studies Office before the student can be cleared for graduation.

**Chosen from graduate courses in music or related academic fields.

Orchestral Conducting Emphasis

Music Theory

MUSI 50523 (Linear Analysis)	3
MUSI 60553 (Analysis of Contemporary Music)	3

Musicology

MUSI 60103 (Bibliography and Research Techniques)	3
MUSI 60500 (Seminar in Musicology)	3

Conducting

MUSI 50222 (Instrumental Conducting)	2
MUSI 60232 (Score Reading)	2
MUSI 50403 (Symphonic Literature)	3
MUSI 60220 (Special Studies in Conducting)	4

Performance

MUSP 60310-60810 (Lessons)	4
MUSP 70971 (Recital I)*	1
MUSP 70981 (Recital II)*	1
Electives**	3
TOTAL	32

* Conducting majors participate as conductors in at least two public performances with major university ensembles. Each candidate for the Master of Music in Conducting must submit two copies of good quality audio and video recordings of both recital appearances to the Graduate Studies Office before the student can be cleared for graduation.

**Chosen from graduate courses in music or related academic fields.

Artist Diploma (post-baccalaureate)

The Artist Diploma is a program for the most advanced and gifted performers who, by their performance and credentials, demonstrate that they have serious potential to become concert artists. The program is designed to provide intensive study and performance opportunities under the guidance of master teachers in preparation for a concert career.

An audition for the appropriate applied studio faculty is required. Admission to the program is allowed only upon the recommendation of the appropriate applied studio faculty and the approval of the Director of the School of Music.

The Artist Diploma is a three-year program available in both a pre-baccalaureate and a post-baccalaureate track. A minimum cumulative GPA of 3.0 is required to maintain satisfactory academic progress in this program.

Artist Diploma (post-baccalaureate)

Requires 33 hours total

Studio Performance Lessons

MUSP 50XX0 (Upper Division) - 26 hrs.

Recitals (4 hrs.):

MUSP 50961 Artist Diploma Recital I

MUSP 50971 Artist Diploma Recital II

MUSP 50981 Artist Diploma Recital III

MUSP 50991 Artist Diploma Recital IV

*Chamber Music/Ensemble/Collaborative Piano (3 hrs.):**

MUSI 60080/600X0/51081

*Appropriate course determined by student's applied music area; specific ensemble assignment determined upon admission

Courses of Instruction

The following is a complete list of courses offered by this department. Go to Class Search to see which courses are being taught this semester.

MUSI 50053 Introduction to Voice Pedagogy. Prerequisite: Appropriate undergraduate degree in Music or Music Education or permission of instructor. Introduction to science, methods, and materials of voice pedagogy. Acoustics, breathing, attack, registration, resonance, vowels, articulation, and coordination of singing.

MUSI 50063 Comparative Voice Pedagogy. Prerequisite: MUSI 50053 or equivalent and permission of instructor. Comparisons of research results and concepts of voice pedagogy across national styles, bel canto treatises, 19th century sources, contemporary methods, and artist statements. Students are encouraged to develop their own practical studio procedures in harmony with the common ideals of Western artistic voice culture.

MUSI 50203 Musical Structure and Style. Study of musical style and structure through the analysis of music; organized chronologically from 1750 to the present.

MUSI 50212 Choral Conducting. Prerequisites: Senior or graduate standing, MUSI 30512 or 30522, keyboard facility or permission of instructor. Materials and techniques for the experienced choral director.

MUSI 50222 Instrumental Conducting. Prerequisite: MUSI 30522; keyboard facility; or permission of instructor. Baton technique and its application to selected works of symphonic and operatic literature.

MUSI 50303 History of Sacred Music. Prerequisite: Junior or Senior standing or permission of instructor. A historical survey of sacred music from ancient times to the twentieth century.

MUSI 50403 Symphonic Literature. Prerequisite: Senior or graduate standing. Selected works for orchestra and band, illustrating development of the symphony.

MUSI 50413 Survey of Operatic Literature. Prerequisite: Graduate standing or approved seniors with Music 30613, 30623. Operatic masterpieces from 1600 to the present with emphasis on selected works of Mozart, Verdi, Wagner, Puccini, Britten and others.

MUSI 50423 Choral Literature. Prerequisite: Graduate standing or approved seniors with Music 30613, 30623. The various forms in the field of choral literature with detailed examination of representative works.

MUSI 50433 Keyboard Music. Prerequisite: Senior or graduate standing. History of development of organ from earliest evidence, harpsichord, clavichord, forte-piano, the piano as well as development of music for these instruments. Keyboard forms and styles with emphasis on earliest developments.

MUSI 50443 Ethnomusicology. Prerequisite: Senior or graduate standing. The study of various theories concerning the cultural function of music, exposure to the analytical methods of ethnomusicologists, and the examination of examples from diverse musical cultures.

MUSI 50453 Music Criticism. Prerequisite: Senior or graduate standing. Study of selected writings on music criticism and aesthetics from antiquity to the present.

MUSI 50463 Music in the Twentieth Century. Prerequisite: Senior or graduate standing. Study of the main trends from the time of Ravel to the present.

MUSI 50473 Survey of Song Literature. Prerequisite: Senior or graduate standing. An examination of the repertoire for solo voice from 1750 to the present, with emphasis on the works of German

MUSI 50483 Chamber Music Literature. Prerequisite: Graduate standing or approved seniors with Music 30613, 30623. Consent of instructor. The study of the development of chamber music from its beginnings to the present.

MUSI 50493 Music in the United States. Prerequisite: Senior or graduate standing in music. An examination of both cultivated and vernacular music in the United States from the Colonial Era to the present.

MUSI 50503 History of Sacred Music. Prerequisites: Senior or graduate standing or permission of instructor. An historical survey of sacred music from ancient times to the twentieth century.

MUSI 50523 Linear Analysis. Prerequisite: Graduate standing or approved seniors. Development of structural learning through graphic analysis. Readings on Schenkerian concepts as applied to tonal music.

MUSI 50970 Special Problems. Prerequisite: Permission of instructor. Specialized work in student's area of concentration. 1-6 hours.

MUSI 51081 Collaborative Piano. Prerequisites: Acceptance to Artist Diploma Program, baccalaureate degree. Collaborative Piano course for the Artist Diploma Program in the School of Music.

MUSI 60000 Music Pedagogy. Methods and materials for teaching at various levels, to include supervised teaching.

MUSI 60010 Wind Symphony. 1/2 semester hour.

MUSI 60020 Percussion Ensemble. 1/2 semester hour.

MUSI 60030 Choral Union. 1/2 semester hour.

MUSI 60040 Concert Chorale. 1/2 semester hour.

MUSI 60041 Voice Pedagogy Practicum. Prerequisites: MUSI 50053. Experience in individual voice instruction under the supervision of a faculty advisor. Each student will teach two voice pupils weekly lessons for the semester and observe lessons taught by university faculty. A weekly class serves as a forum for pedagogical discussion and exchange of ideas. The course may be repeated for a maximum of three credit hours.

MUSI 60050 Chapel Choir. 1/2 semester hour.

MUSI 60052 Voice Repertoire Management. Prerequisite: Knowledge of Italian, German and French dictions

and the International Phonetic Alphabet (IPA) and some proficiency in piano accompanying. Survey of the repertoire for voice performance and its relationship to voice classification, age, technical level and performance situation. Students will learn to coach various national styles and performance practices.

MUSI 60060 Chamber Singers. 1/2 semester hour.

MUSI 60062 Research in Singing. Prerequisites: MUSI 50053, 50063 and permission of instructor. Surveys the literature of research in singing, including topics such as aerodynamics, vocal registers, vibrato, formants, intelligibility, voice classification, vocal abuse and misuse, fitness for singers and the psychology of singing. Students also become familiar with the instrumentation for physiologic and psychoacoustic studies and the principles of experimental design.

MUSI 60063 Advanced Seminar in Voice Ped

MUSI 60070 Vocal Jazz. 1/2 semester hour.

MUSI 60073 Technology in Voice Teaching

MUSI 60080 Chamber Music. 1/2 semester hour.

MUSI 60090 Woodwind Ensemble. 1/2 semester hour.

MUSI 60100 Opera Studio. 1/2 semester hour.

MUSI 60103 Bibliography and Research Techniques. Prerequisites: Graduate standing. A course in the basic materials and methods of research in music. Acquaintance with primary source materials such as music lexicons, dictionaries, monuments, complete works of composers, periodical literature and evaluation of standard sources in all areas of music.

MUSI 60133 Music Theory/Literacy Pedagogy I

MUSI 60110 Marching Band. 1/2 semester hour.

MUSI 60120 Symphony Orchestra. 1/2 semester hour.

MUSI 60150 New Music Ensemble. The ensemble performs mixed chamber music composed during the past 100 years with emphasis upon works of the past 25 years.

MUSI 60160 Brass Ensemble. 1/2 semester hour.

MUSI 60162 Techniques for the Singer-Actor. Development of performance techniques unique to music theatre genre. Examination and practical application of skills and knowledge required for producing/directing music theatre.

MUSI 60170 Piano Accompanying. 1/2 semester hour.

MUSI 60180 Collegium Musicum. 1/2 semester hour.

MUSI 60182 Piano Chamber Music Performance. Prerequisite: Graduate standing in music. Intensive study of selected works of chamber music with piano. Emphasis on developing the musical and interactive skills needed for chamber music through rehearsal and performance. Weekly coaching with faculty.

MUSI 60190 Jazz Ensemble. 1/2 semester hour.

MUSI 60203 Graduate Piano Pedagogy and Practicum I. The study of learning theories, methods, materials, curriculum development, and musical assessment for teaching piano with focus on group instruction at the college and university levels. Student teaching is required.

MUSI 60210 Symphonic Band. 1/2 semester hour.

MUSI 60213 Graduate Piano Pedagogy and Practicum II. Prerequisite: MUSI 60203. The student of learning theories, methods, materials, curriculum development, and musical assessment for teaching piano with focus on the elementary and intermediate student. Student teaching is required.

MUSI 60220 Special Studies in Conducting. Prerequisite: Admission to the Master of Music in Conducting degree program and/or permission of the instructor. An intensive study of the technique and philosophy of conducting with the student's major professor. Required of all students in the Master of Music in Conducting degree during each semester of study in the program. One hour of credit each semester for a maximum of four credits.

MUSI 60223 Current Trends and Research in Piano Pedagogy. Reading and writing assignments which explore the body of knowledge in the field of piano pedagogy, with emphasis on recent research studies. Selection and development of a research topic for the lecture/recital.

MUSI 60230 Internship in Teaching. Observation and teaching in a specialized area chosen in consultation with the instructor.

MUSI 60232 Score Reading. Prerequisite: Admission into the Master of Music in Conducting degree program or permission of instructor. Further development of skills in the reading of all clefs and the most common transpositions and structured analysis of large scores. Score analysis and the simultaneous reading of multiple lines in both full and condensed scores.

MUSI 60233 Teaching Intermediate and Advanced Piano Students

MUSI 60243 Piano Ensemble Teaching and Performance Lit

MUSI 60300 Special Problems in Music Education. Special Problems in Music Education.

MUSI 60303 History of Music Notation

MUSI 60350 TCU Cello Ensemble. Study and performance of music for cello ensemble.

MUSI 60360 TCU Harp Ensemble. The study and performance of music for harp ensemble.

MUSI 60400 Special Topics in Piano Pedagogy

MUSI 60413 Seminar in Opera Literature

MUSI 60433 Seminar in Keyboard Literature

MUSI 60453 Musicians in Fiction

MUSI 60473 Seminar in Song Literature

MUSI 60500 Seminar in Musicology. Prerequisite: Graduate standing in music, consent of instructor.

MUSI 60553 Analysis of Music 1880-1950. Prerequisite: Graduate standing. An analysis of 20th Century compositions, with emphasis on atonal music. Study of contemporary compositional techniques and pitch-class analysis. Readings on set analysis and recent developments in contemporary composition.

MUSI 60563 Analysis of Music: 1950 - present

MUSI 60630 Composition. Prerequisite: Permission of instructor. Study of compositional methods. The course may be taken twice for 6 total hours with a maximum load of 3 hours per semester.

MUSI 60643 Computer Music. Prerequisite: Permission of instructor. An investigation of basic acoustic and electronic principles, psychoacoustics, synthesis fundamentals, synthesis using distortion techniques, subtractive synthesis, speech synthesis, reverberation, auditory localization and other sound processing techniques, aleatoric and deterministic composition with computers and real-time performance of computer music.

MUSI 60700 Special Studies in Music Theory. Prerequisites: Graduate standing in music, consent of instructor. Special topics in the theory of music, affording students an opportunity to carry on individual programs of study.

MUSI 60800 Seminar in Music Theory. Seminar in music theory.

MUSI 60801 Composition Seminar

MUSI 60913 Psychology of Music. The study of the sociological and psychological aspects of music as well as musical aptitude, human learning theory and theories of music learning.

MUSI 60923 Philosophy of Music Education. A study of the concepts involved in the philosophy of music education with respect to the place of music as a moral, social and cultural force.

MUSI 70203 Analysis for Performance

MUSI 70220 Doctoral Conducting

MUSI 70630 DMA Composition

MUSI 70771 Non-Thesis. Selected when enrolling only for non-thesis examination or preparation for the examination.

MUSI 70903 Music Theory Treatise

MUSI 70950 Special Problems in Musicology. Prerequisite: Graduate standing in music; consent of instructor. Special topics in the history of music, affording students an opportunity to carry on individual programs of study.

MUSI 70971 Recital I. Recital I.

MUSI 70972 Lecture Recital. Preparation and delivery of a lecture-recital on a pedagogical topic. Culminates in a major paper and a large-scale workshop presentation.

MUSI 70980 Thesis I. Thesis I

MUSI 70981 Recital II. Recital II

MUSI 70990 Thesis II. Thesis II

MUSI 80971 Doctoral Pedagogy Workshop I

MUSI 80981 Doctoral Pedagogy Workshop II

MUSI 90970 DMA Document

MUSI 90980, 90990 DMA Composition Dissertation

MUSP 50210 Artist Diploma Lessons. Prerequisites: Acceptance to Artist Diploma program, baccalaureate degree.

MUSP 50961 Artist Diploma Recital I. Prerequisites: Acceptance to Artist Diploma Program, baccalaureate degree. First recital in a sequence of four required for the Artist Diploma program in the School of Music.

MUSP 50971 Artist Diploma Recital II. Prerequisites: Acceptance to Artist Diploma Program, baccalaureate degree. Second recital in a sequence of four required for the Artist Diploma program in the School of Music.

MUSP 50981 Artist Diploma Recital III. Prerequisites: MUSP 50971. Third recital in a sequence of four required for the Artist Diploma program in the School of Music.

MUSP 50991 Artist Diploma Recital IV. Prerequisites: MUSP 50971. Fourth recital in a sequence of four required

for the Artist Diploma program in the School of Music.

- MUSP 60110 Voice.** Voice
- MUSP 60210 Piano.** Piano
- MUSP 60220 Organ.** Organ
- MUSP 60230 Jazz Piano.** Jazz Piano
- MUSP 60240 Harpsichord.** Harpsichord
- MUSP 60310 Violin.** Violin
- MUSP 60320 Viola.** Viola
- MUSP 60330 Violoncello.** Violoncello
- MUSP 60340 Double Bass.** Double Bass
- MUSP 60350 Viola da Gamba.** Viola da Gamba
- MUSP 60360 Jazz Bass.** Jazz Bass
- MUSP 60410 Flute.** Flute
- MUSP 60420 Oboe.** Oboe
- MUSP 60430 Clarinet.** Clarinet
- MUSP 60440 Saxophone.** Saxophone
- MUSP 60450 Bassoon.** Bassoon
- MUSP 60460 Jazz Saxophone.** Jazz Saxophone
- MUSP 60510 French Horn.** French Horn
- MUSP 60520 Trumpet.** Trumpet
- MUSP 60530 Trombone.** Trombone
- MUSP 60540 Baritone.** Baritone
- MUSP 60550 Tuba.** Tuba
- MUSP 60560 Euphonium.** Euphonium
- MUSP 60610 Percussion.** Percussion
- MUSP 60620 Jazz Drumset.** Jazz Drumset
- MUSP 60710 Harp.** Harp
- MUSP 60810 Guitar.** Guitar
- MUSP 60910 Jazz Guitar.** Jazz Guitar
- MUSP 70110 Doctoral Voice.** Voice
- MUSP 70210 Doctoral Piano.** Piano
- MUSP 70220 Doctoral Organ.** Organ
- MUSP 70310 Doctoral Violin.** Violin
- MUSP 70320 Doctoral Viola.** Viola
- MUSP 70330 Doctoral Violoncello.** Violoncello
- MUSP 70340 Doctoral Double Bass.** Double Bass
- MUSP 70410 Doctoral Flute.** Flute
- MUSP 70420 Doctoral Oboe.** Oboe
- MUSP 70430 Doctoral Clarinet.** Clarinet
- MUSP 70440 Doctoral Saxophone.** Saxophone
- MUSP 70450 Doctoral Bassoon.** Bassoon
- MUSP 70510 Doctoral French Horn.** French Horn
- MUSP 70520 Doctoral Trumpet.** Trumpet
- MUSP 70530 Doctoral Trombone.** Trombone
- MUSP 70550 Doctoral Tuba.** Tuba
- MUSP 70971 Recital I.** Recital I

MUSP 70981 Recital II. Recital II

MUSP 80971 DMA Recital I. DMA Recital I

MUSP 80981 DMA Recital II. DMA Recital II

MUSP 80991 DMA Recital III. DMA Recital III

MUSP 80961 DMA Lecture Recital. DMA Lecture Recital

AddRan College of Humanities and Social Sciences

Overview

In 1873, Addison and Randolph Clark established AddRan Male and Female College in Thorp Spring, Texas. That institution later moved to Fort Worth and became Texas Christian University. Though the University has grown and expanded into areas that the Clark brothers could not have conceived, the AddRan College of Humanities and Social Sciences perpetuates their vision of education and the centrality of the liberal arts that lay at its core.

Today, AddRan offers the M.A. and the Ph.D. in English and History. Four departments (Economics, Philosophy, Religion, and Sociology, Criminal Justice and Anthropology) offer a limited number of courses at the graduate level in which graduate students from across the University can enroll. Additionally, faculty in various other AddRan departments also hold appointments to the Graduate Faculty, allowing them to work with graduate students in various capacities including serving on thesis or dissertation committees.

English

[Admission Requirements for the M.A. Degree](#)
[Admission Requirements for the Ph.D. Degree](#)
[Program for the M. A. Degree](#)
[Program for the Ph.D. Degree](#)
[Courses of Instruction](#)

Overview

Available on the Master of Arts and the Doctor of Philosophy degrees.

For admission and general requirements, see the front of this Bulletin. Specific departmental requirements and supplementary information are given here. For details about the program, see our website (www.eng.tcu.edu).

Admission Requirements for the M.A. Degree

B.A. degree or equivalent, with credit in English equivalent to the TCU 30-semester-hour major and with sophomore-level credit in a foreign language. Applicants with less preparation may be admitted conditionally, but must take such additional courses as are prescribed by Addran College and the Departmental Director of Graduate Studies. Applicants must present recent Graduate Record Examination scores with the application for admission. Applicants must also submit a writing sample (10-20 pages, exclusive of notes and works cited) that demonstrates appropriate academic and writing skills needed for success in a graduate program in English. Applicants should include with their materials a personal statement outlining career goals, explaining how they match the Program in English at TCU, and three to five references directly relevant to postgraduate work in English studies.

Admission Requirements for the Ph.D. Degree

B.A. degree or equivalent, with credit in English equivalent to the TCU 30-semester-hour major and with sophomore-level credit in a foreign language. Applicants with less preparation may be admitted conditionally, but must take such additional courses as are prescribed by Addran College and the Departmental Director of Graduate Studies. Applicants must present recent Graduate Record Examination scores with the application for admission. Applicants must also submit a writing sample (10-20 pages, exclusive of notes and works cited) that demonstrates appropriate academic and writing skills needed for success in a graduate program in English. Applicants should include with their materials a personal statement outlining career goals, explaining how they match the Program in English at TCU, and three to five references directly relevant to postgraduate work in English studies.

Program for the M. A. Degree

At least 30 semester hours of credit approved by the Director of Graduate Studies in addition to any course work required because of inadequate prerequisites. The 30 hours will include 6 hours for a thesis and may include up to 9 hours for an approved minor or approved courses in a related field or fields.

Program for the Ph.D. Degree

1. The Course Requirements

Completion for credit of a minimum of 54 semester hours of graduate courses, exclusive of credit hours for the dissertation. Postgraduate hours completed more than seven years prior to a student's admission into TCU's English graduate program may not count toward requirements; the graduate advisor will determine applicable credit on a case by case basis. Of the 54 hours, at least 30 must be taken at TCU, and 27 must be in courses that satisfy the graduate core, which is described in subdivisions A, B, and C below:

- A. Resources for English Studies (6 sem. hrs.)
 - 3 sem. hrs. - The Profession of English
 - 3 sem. hrs. - Introduction to Modern Critical Theory
- B. Rhetoric and Composition (6 sem. hrs.)
 - 3 sem. hrs. - Theories of Composition
 - 3 sem. hrs. - History of Rhetoric or Modern Rhetoric
- C. Literature (15 sem. hrs.)
 - 6 or 9 sem. hrs. in literature before 1800
 - 6 or 9 sem. hrs. in literature after 1800

D. Focus (9 sem. hrs.)

A minimum of 9 semester hours is required in the student's area of concentration, which is to be chosen from the following:

1. British Literature
2. American Literature
3. Rhetoric and Composition

2. The Language Requirement

Reading knowledge of one approved foreign language, typically selected from French, German, Spanish or Latin, is required. Other languages may be offered on approval of the Departmental Graduate Committee, but the language should be the one most appropriate to the student's research, field of concentration or professional development. This requirement may be met by satisfying the general University statement under "Ph.D. Degree Requirements" or by any other means approved by the Departmental Graduate Committee. The language requirement must be satisfied before the student can be admitted to candidacy for the Ph.D. degree.

3. Examinations

A qualifying examination, consisting of three essays written over a period of five days and a two-hour oral examination, is offered when a student has completed for credit 48-54 hours of graduate courses, of which

24-30 hours must be from TCU; has completed the graduate core; and has met the language and residency requirements. These examinations are based upon the student's areas of concentration. Two examinations must fall within the concentration area; the third may fall within a related or directly complementary field. The student and his or her advisory committee will determine the areas to be covered by these specialty examinations. A student who fails one or more parts of the examinations may take them again, but a second failure on one examination bars the student from candidacy.

4. *The Dissertation*

Doctoral students must complete a dissertation that demonstrates their ability to do independent and original research and to synthesize their findings and existing knowledge into a unified document. A candidate must present a dissertation prospectus to his or her advisory committee for discussion, suggestions and approval before proceeding with the project. The candidate's oral defense of the dissertation is a public lecture based upon his or her findings, presented to the English Department Graduate Faculty, Graduate Students, and other interested persons within the academic community.

Advisory Committee: Before taking qualifying examinations, a student requests through the Director of Graduate Studies that the Associate Dean of AddRan College of Arts and Sciences appoint an advisory committee of at least four members. The dissertation director normally serves as chair of the student's advisory committee. One member of the committee may come from outside the English Department if the candidate's dissertation project requires such additional expertise. The advisory committee suggests concentration courses, prepares the qualifying examinations, approves the student for candidacy and directs the dissertation.

Academic Advising: Students will be advised by the Departmental Director of Graduate Studies throughout their doctoral programs.

The following is a complete list of courses offered by this department. Go to Class Search to see which courses are being taught this semester.

Courses of Instruction

ENGL 50233 Studies in Creative Writing. Prerequisites: ENGL 10203, and 20803. Prior to enrollment, students are also strongly encouraged to take the 30000-level course appropriate to the semester's genre. ENGL 50233 is an intensive creative writing workshop open to students (graduate and advanced undergraduates) who have a strong background in literature and imaginative writing. Depending on the semester and the selected genre, this course will pay special attention to invention, point-of-view, voice, form, and genre-appropriate theory.

ENGL 50243 Teaching Writing. Prerequisites: ENGL 10803 or 10833, and one 20000-level ENGL course. A course for teachers of English combining theories of composition with practical pedagogy and classroom strategies for the teaching of writing. Not applicable toward degree requirements for the Ph.D. in English.

ENGL 50253 Classical Rhetoric. Prerequisite: Junior or senior standing, permission of instructor. This course examines the emergence of rhetoric in Antiquity and traces the impact of classical rhetoric up to the Middle Ages. A substantial amount of the course is devoted to learning about the relationship between oral and written discourse, the impact of literacy, and the adaptability of systems of communication to technology and society. The implications of such phenomena are examined in different periods in an effort to develop an historical perspective about the relationship between cognition and expression within cultural conditions.

ENGL 50973 Directed Study in English. Prerequisites: ENGL 10803 or 10833, and one 20000-level ENGL course. Directed Study in English.

ENGL 60103 Bibliography and Methods of Research. History, materials and techniques of manuscript and book production; bibliographical description; use of libraries and bibliographical tools, introduction to textual analysis; thesis and dissertation problems and procedures.

ENGL 60123 Introduction to Modern Critical Theory. A seminar on major authors and issues in contemporary critical theory.

ENGL 60203 Writing for the Professions. A workshop for the student who wishes to learn how to write in a specific academic discipline or in a profession.

ENGL 60303 Seminar in Medieval Studies. An Introduction to Medieval literature through the study of Old and Middle English. Key writings will include Beowulf, and texts by Chaucer and the Pearl Poet.

ENGL 60413 Chaucer. Chaucer's language and poems with emphasis on *The Canterbury Tales* as a work of art and as a reflection of the age.

ENGL 60423 Prose and Poetry of the English Renaissance. The prose writers and poets of 16th and 17th century England in relation to the cultural circumstances influencing and being influenced by their works. Topics may include the prospect and enactment of censorship; the centrality of the patronage system; courts and courtiers; changing views of monarchy and obedience; religious controversy; issues of gender, ethnicity and class; literature and science; pseudo-fictional strategies; adaptations of the bible, history, and mythology; and early book production and circulation.

ENGL 60433 Renaissance Drama Exclusive of Shakespeare. The study of the works of major Elizabethan and Jacobean playwrights.

ENGL 60443 Seventeenth Century Poetry. Study of the works of major seventeenth century poets including Donne and Marvell.

ENGL 60453 The Long Eighteenth Century. British literature of multiple genres (poetry, prose, drama, novel, memoir, diary, broadsheets and ballads) from 1660 to 1830. Themes vary by semester.

ENGL 60473 British Novel I. Major fiction to the early nineteenth (1832) century.

ENGL 60503 Early American Literature. American literature from first settlement through 1800, including the Puritan writers (Winthrop, Mather, etc.), the shapers of the American Republic (Paine, Jefferson, Franklin, the Federalist writers, etc.), and early writers of the New Nation (Brown, Dwight, Freneau, Rowson, etc.).

- ENGL 60513 Teaching Practicum.** Designed to support graduate instructors' teaching of English. Students in the course will explore methods of syllabus construction, teaching, assigning, and grading student writing.
- ENGL 60703 Introduction to Composition Studies.** A survey of the major contemporary theoretical statements about composing and the teaching of composition.
- ENGL 60713 Modern Rhetoric.** Major theories of rhetoric and important rhetoricians of the twentieth century.
- ENGL 60723 Research Practices in Composition and Rhetoric.** History, practices, and methodological concerns; use of archives and information systems; publishing and disciplinary conventions; assessment; fieldwork; ethics, thesis and dissertation problems and procedures.
- ENGL 70403 British Novel II.** Major fiction from the early nineteenth to the early twentieth century.
- ENGL 70413 Romantic Poetry and Prose.** The study of works by Wordsworth, Coleridge, Byron, Shelley, Keats and others.
- ENGL 70423 Victorian Poetry and Prose.** The study of major works and authors, including Arnold, Browning and Tennyson.
- ENGL 70433 Modern British Novel.** The study of major fiction of the twentieth century.
- ENGL 70443 Modern British Poetry.** Study of twentieth century British poets.
- ENGL 70453 Modern British Drama.** The study of important plays and playwrights of the twentieth century.
- ENGL 70463 Modern British Literature.** Survey of major trends and writers in British literature since 1900.
- ENGL 70473 Twentieth Century Irish Writers.** Study of important Irish works, with emphasis on Yeats, Joyce and Synge.
- ENGL 70483 Victorian Women Writers.** An intensive examination of Victorian women poets, novelists, and prose writers in the context of historical conditions and feminist theory.
- ENGL 70493 Nineteenth Century Studies in British Literature.** Selected topics in nineteenth-century British literature (variable emphasis each semester). Past offerings have included the Medieval Revival and Nineteenth-Century Literature and Rhetoric.
- ENGL 70503 American Novel I.** The American novel from its beginnings to 1890. Topics examined include the Gothic and sentimental novelists (Brown, Rowson), the early national novel (Cooper), the Romantics (Hawthorne, Melville), Realism and the Realists (Twain, James, Howells), and the early Naturalists (Norris).
- ENGL 70513 American Novel II.** The development of the American novel from 1890 to the start of World War II.
- ENGL 70523 American Novel III.** The development of the American novel from 1940 to the present.
- ENGL 70533 The American Short Story.** A study of short fiction in American literature.
- ENGL 70543 American Poetry I.** The development of American poetry from the beginnings to 1900.
- ENGL 70553 American Poetry II.** Major poets and works of the twentieth century.
- ENGL 70563 American Drama.** Major playwrights and plays in American literature.
- ENGL 70573 American Non-Fiction Prose.** Major documents of non-fiction prose in American literature.
- ENGL 70703 History of Rhetoric.** A study of the major authors and issues in the history of rhetoric from antiquity to the present day.
- ENGL 70713 Rhetoric and Literature.** The applications and implications of rhetorical criticism for the study of literature.
- ENGL 70723 Rhetoric and Criticism.** A study of classical and modern rhetorical theory, with emphasis on the uses of rhetoric in the study of modern communication.
- ENGL 70771 Non-Thesis.** Selected when enrolling only for non-thesis examination or preparation for the examination.
- ENGL 70970 Directed Studies.** Directed Studies in English.
- ENGL 70980 Thesis.** Thesis
- ENGL 70990 Thesis.** Thesis
- ENGL 80123 Seminar in Literary Theory.** A seminar in the theoretical problematics of literary language and in current trends within critical theory. Topics change each term; may be repeated for credit.
- ENGL 80403 Seminar in Spenser.** Seminar in Spenser.
- ENGL 80413 Seminar in Shakespeare.** Seminar in Shakespeare
- ENGL 80423 Seminar in Milton.** Seminar in Milton.
- ENGL 80433 Seminar in British Literature of the Eighteenth Century.** Seminar in British literature of the eighteenth century.
- ENGL 80443 Seminar in British Literature of the Romantic Period.** Seminar in British literature of the romantic period. Variable emphasis each semester.

ENGL 80453 Seminar in British Literature of the Victorian Period. Variable emphasis each semester. (Past offerings have included The Brownings' Circle.)

ENGL 80463 Postcolonial Literature. Seminar in the cultural politics of countries formerly colonized by Great Britain. Topics vary: recent offerings have focused on India, Ireland, South Africa, Kenya, and Zimbabwe.

ENGL 80463 Seminar in Modern British Literature. Seminar in modern British literature.

ENGL 80473 Seminar in Renaissance Literature and the "New" Science. This course examines how and why artists and scientists in the century c. 1550-1650 interacted intellectually as they did. Topics include influences of scientific developments and discoveries upon European (chiefly British) letters; strategies used by writers to appropriate, revise, or contest scientific development in astronomy, medicine, philosophy and other disciplines; and relationships between scientific and literary discourses of change.

ENGL 80503 Seminar in American Literature before 1900. Topics vary; recent offerings have included "Emerson and His Circle" and "The American Renaissance."

ENGL 80513 Seminar in American Literature since 1900. Seminar in American literature since 1900.

ENGL 80523 Race and Gender in American Literature. Examination of race and gender in American literature in relation to recent developments in fields such as women's studies, gender studies, critical race studies, Native American studies, and/or African American studies. Themes will vary by semester.

ENGL 80583 Seminar in Contemporary African-American Literature. This seminar provides graduate students with the opportunity to research and present theoretical approaches to representative contemporary fiction by African-Americans. Continuities will be established between theories shaped by the Black Arts Movement of the sixties and those shaped by post-modernist thinking. Representative writers may include Alice Walker, Toni Cade Bambara, Charles Johnson, Toni Morrison and Ernest Gaines.

ENGL 80603 Seminar in Kenneth Burke. A study of the rhetorical theory and critical methods of Kenneth Burke. This course will include a careful consideration of Burke's major theoretical and literary work with particular emphasis on the ways in which his rhetorical/literary theory grew out of his own literary practice and his engagement in modernist conversations about the function of art (and language, more generally) in culture.

ENGL 80613 Women's Rhetorics. This course examines the histories, theories, and practices of women's rhetorics from the classical era through the present. Students will examine primary texts of women rhetors - essays, "ordinary" writing such as letters and autobiographies, and speeches, to name only a few - as well as secondary sources of those texts, paying particular attention to the ways gender, race, class, religion, place, sexual orientation, and politics shape sense of audiences, methods of invention, arrangement, choices of style, form, tone, and genre.

ENGL 80703 Seminar in Rhetoric. A study of selected major figures and issues in the history of rhetoric.

ENGL 80713 Seminar in Literacy. Exploration of major issues in literacy history, theory, and research. Topics may vary.

ENGL 80723 Seminar in Composition. A study of issues in composition research, practice, or theory. Topics may vary.

ENGL 90980 Dissertation. Dissertation.

ENGL 90990 Dissertation. Dissertation.

History

[Program for the M.A. Degree](#)
[Program for the Ph.D. Degree](#)
[Courses of Instruction](#)

Overview

Available on the Master of Arts and Doctor of Philosophy degrees.

Prerequisites: The B.A. degree or its equivalent with a 24-semester-hour major in history, and sophomore-level credit in a foreign language. Applicants lacking these qualifications may be admitted conditionally, but must take such preparatory work as may be prescribed by the Chair of the Department of History. Applicants should take the Graduate Record Examinations and submit these scores with their admission materials. (The History Department Graduate Committee considers applications during the fall and spring semesters. Yet for maximum consideration applicants should submit their materials before February 1. Late applications will be accepted but will not have priority of consideration.)

Program for the M.A. Degree

To be admitted to study in the M.A. program, an applicant must have completed 24 hours of undergraduate history courses and have achieved a score of at least 500 on the verbal portion of the GRE and 4.5 on the analytical writing portion of the exam.

A minimum of 30 approved semester hours, including at least 15 in history courses and 6 in thesis. A maximum of 9 hours of supporting work in related disciplines is optional. History 50063 (Bibliography and Historical Methods) is required of all graduate students. For specific requirements, consult the History Department Guide to Graduate Study.

Program for the Ph.D. Degree

To be admitted to study in the Ph.D. program, an applicant must have completed 24 hours of undergraduate history courses and have achieved a score of at least 500 on the verbal portion of the GRE and 5.0 on the analytical writing portion of the exam.

For admission to the doctoral program, the student must present a strong academic record and provide evidence of an ability to do scholarly research and writing. Even though he or she may have earned an M.A. degree at TCU, the student must reapply to AddRan College before being admitted to work toward the Ph.D. degree. Letters of recommendation, Graduate Record Examinations scores, a statement of purpose and writing sample, and three letters of recommendation are required.

The doctorate is offered in the areas of the United States and Latin America history. Students will normally be expected to earn the M.A. degree before continuing toward the Ph.D.
Degree requirements are:

1. A suitable number and variety of graduate courses to prepare the student for the qualifying examination and for the writing of the dissertation. In addition to the major area of specialization, the student also will complete course work in two minor areas, usually 9 hours in each. With the approval of the student's graduate committee, as many as 12 hours may be taken outside the department. The doctoral program will comprise no fewer than 54 hours of graduate courses for credit exclusive of credit-hours for the dissertation.
2. Reading knowledge of one approved foreign language, usually selected from French, German, or Spanish. The language should be the one most appropriate to the student's research and fields of concentration. Reading knowledge can be demonstrated either by superior performance on the ETS examination, by satisfactory completion of a special course offered by the Modern Languages Department, by independent study and successful examination by a member of the department fluent in the language, or by achieving at least a grade of "B" in six hours of sophomore level college language courses. The language requirements must be met no later than the end of the first semester of the second year.
3. A comprehensive qualifying examination consisting of: a written exam covering one of the two minor areas, a written and oral exam covering the major area of specialization. The student must pass the written minor field and major field exams before taking the oral exam. On both the written and the oral he or she will be allowed only two opportunities. Upon the completion of the comprehensive qualifying examination, the student is admitted to candidacy. For specifics regarding this examination, see the *History Department Guide to Graduate Study*.
4. A doctoral dissertation constituting an original contribution to scholarship or a new synthesis of existing knowledge. The candidate will defend the dissertation in a final oral examination. The following is a complete list of courses offered by this department. Go to Class Search to see which courses are being taught this semester.

Courses of Instruction

HIST 50063 Historical Methods. Techniques of historical research and documentation. Evaluation of documents, applying internal and external criticism to determine validity of use. Oral history research evaluation and interviewing techniques.

HIST 50070 History, Administration, and Management of Archives, I and II. The historical development of archival institutions, procedures and techniques with special emphasis on American federal, state and local records, both public and private. Students will be introduced to professional field work in the archives of the participating institutions.

HIST 50080 Archival Internship. Supervised professional training at the Federal Archives and Records Center of Fort Worth, the Regional State Archives of Texas, the Amon Carter Library and the Manuscript Collection of Texas Christian University. Open only to students who are taking or have completed HIST 50070. Required of all students who select the Archives Studies option.

HIST 50933 Philosophy of History. Prerequisites: six hours of history, three hours of philosophy. A philosophical analysis of historiography: the logical, conceptual and epistemological characterization of what historians do; also includes a study of traditional attempts to discover some meaning which transcends the intelligibility sought and achieved by ordinary historical work.

HIST 50960 Historiography and Bibliography. The major historians of the past, changes in the interpretation and philosophies of history and the major bibliographic sources utilized in the writing of history.

HIST 50970 Special Studies in History. Special Studies in History. (NWH or WH)

HIST 50980 Historical Writing and Editing. The methods and problems of research and historical writing. Also covers the principles and methods of editing historical journals and documents including archival manuscripts. 3 hours NWH or WH.

HIST 60003 Graduate Readings in the History of War. Traces the causes, course, and effects of wars in the Western world from ancient times to the present. Emphasis is placed on the principal wars, key battles, and technological innovations. Topics may vary to concentrate on one period.

HIST 60013 Graduate Readings in Women in the Western World since 1500. Readings in women's experiences in the West since 1500. Topics will cover issues such as changes involving gender and family, work, sexuality, and politics.

HIST 60023 Graduate Readings in the Women's Movement in England and America, 1792-1972. Beginning with Mary Wollstonecraft's writings and progressing to the "new feminism" of the 1960s, this course looks at the political ideas of the women's suffrage movement on both sides of the Atlantic and notes the similarities and differences. The readings examine the earliest forms of political agitation by women, militancy, the alliance with the left, and pragmatic feminism emerging in the 1970s.

HIST 60103 Graduate Readings in Ancient Greece. Study of ancient Greece, including the Bronze Age, Classical, and Hellenistic periods, with emphasis on ancient sources and modern historiographical issues.

HIST 60113 Graduate Readings in the Roman Republic and Empire. Study in ancient Rome, including the Etruscan period, the Republic, and the Empire through the fifth century, with emphasis on the ancient sources and modern historiography issues.

HIST 60203 Graduate Readings in the Renaissance. The political, social, economic and cultural development of Europe, concentrating on the fourteenth and fifteenth centuries. Topics include the Black Death; the crises of the fourteenth century; Renaissance Florence and Venice; the Renaissance in northern Europe.

HIST 60213 Graduate Readings in the Reformation. Focuses on Europe in the sixteenth century. Topics will include the Protestant and Catholic reformations as theological, social, economic and political events; popular culture; witchcraft; the impact of overseas expansion.

HIST 60223 Graduate Readings in Seventeenth-Century Europe. The crisis of the seventeenth century-fiction or reality? Course focuses on issues raised by the great historiographical debate about the existence, nature and extent of crisis in the seventeenth century.

HIST 60233 Graduate Readings in Enlightenment Europe. European thought and society in pre-revolutionary Europe. Topics will include the demographic revolution, industrialization, empire and its impact, the writing and reception of Enlightenment ideas at all levels.

HIST 60243 Graduate Readings in Spain and Portugal. Use of primary and secondary sources to examine the cultural, political, religious, and diplomatic evolution of Iberian institutions.

HIST 60303 Graduate Readings in Europe, 1815-1870. Traces the major political, diplomatic, military, and social developments of the period. Principal topics include the impact of the French Revolution and Napoleon, the rise of nationalism and romanticism, the revolutions of 1830 and 1848; the Second Empire of France, and the unification of Italy and Germany.

HIST 60313 Graduate Readings in Europe, 1870-1918. Traces the major political, diplomatic, military, and social developments of the period. Principal topics include developments within the major European states, the rise of alliance systems, the arms race, imperialism, immediate causes of the First World War, and the war itself and its impact on Europe and the world.

HIST 60323 Graduate Readings in Europe, 1918-1945. Traces the major political, diplomatic, military, and social developments of the period. Principal topics include the impact of the First World War, the peace settlements following the war, the rise of totalitarianism and the failure of European democracy in many states, the drift toward war including the civil war in Spain and invasion of Ethiopia, and the Second World War itself.

HIST 60333 Graduate Readings in Europe, 1945-1991. Traces the major political, diplomatic, military, and social developments of the period. Principal topics include the diplomacy of the Second World War, the impact of the war on Europe, the causes of post-war tensions between East and West, the division of Germany, developments within the states of Europe, the end of European colonialism, the Common Market, the course of the Cold War, and European relations with the U.S. and U.S.S.R.

HIST 60343 Graduate Readings in the French Revolution and Napoleon. Begins with an overview of French history, then examines the background and causes of the French Revolution: political, intellectual, social, and economic. Traces events leading to the liberal monarchy, its replacement with a radical republic, and the rise to power of Napoleon Bonaparte. Discusses Napoleonic France and Europe and the wars of the French Revolution and Napoleonic period, ending with the Hundred Days in 1815.

HIST 60353 Graduate Readings in Modern France, 1815 to the Present. Traces the domestic history of France in the period, beginning with the impact of the French Revolution and Napoleon. Traces the political, diplomatic, military, and social developments of the period. Also discusses France's role as a colonial power and the impact on France of two world wars as well as the Indo-China and Algerian Wars. Ends with recent developments in the Fifth Republic.

HIST 60363 Graduate Readings in Modern Germany, 1815 to the Present. Traces the major political, diplomatic, military, economic, and social events in Germany in the period. Topics include the impact of the French Revolution and Napoleon, the rise of nationalism, the social impact of industrialization, political unification under Bismarck, the two world wars and their effects on Germany, the division of Germany following World War II and its reunification. Includes recent developments in the Federal Republic.

HIST 60373 Graduate Readings in European Thought and Culture, 1800 to the Present. Traces European thought and culture in the nineteenth and twentieth centuries. Topics include nationalism, industrialism, romanticism, naturalism, socialism, the search for place, and the rise of fascism. Includes key developments in literature and the arts.

HIST 60403 Graduate Readings in Central Europe, 1700 to the Present. Traces events in Central Europe from the general European revolutions of 1848 through the collapse of communism. Includes a discussion of the causes, course, and effects of the two 20th century world wars. Includes an overview of recent developments.

HIST 60413 Graduate Readings in Russia to 1861. The evolution of the early Russian state and its development under the grand princes and czars to the emancipation of the serfs and the beginning of the "great reform."

HIST 60423 Graduate Readings in Russia, 1861 to the Present. The forces and personalities that molded modern Russia after the emancipation of the serfs, the revolutionary movements and their leaders, and the economic and political factors that brought the downfall of the czarist regime.

HIST 60433 Graduate Readings in China and Japan to 1800. The underlying foundations of Chinese and Japanese culture, emphasizing especially the values, religions, and personalities as well as the political, military, and social institutions.

HIST 60443 Graduate Readings in China and Japan, 1800 to the Present. The major events and personalities influencing the development of China and Japan and the impact of the West upon the region.

HIST 60513 Graduate Readings in Tudor-Stuart England, 1485-1714. This course provides a careful consideration of the nature of "modern" England. The readings will analyze the monarchy and parliament built up by the Tudor Monarchs and the crises of the Stuart period: the Puritan Revolution, Restoration and the Glorious Revolution. There will be special emphasis upon the clash of ideas, religious, social and political.

HIST 60523 Graduate Readings in England and Great Britain, 1603 to the Present. Selected readings in such themes in the history of modern Britain as constitutional evolution, technological and economic change, empire and great power status, and the creation of the welfare state.

HIST 60533 Graduate Readings in the History of Great Britain, 1815-1901. These readings focus upon the transformation of British society from traditional social classes and means of work through the Industrial Revolution. Political reform pointed the way toward social and economic reform found primarily in the next century. Graduate students will investigate myths of "Victorian" ideals and religious thought and how emerging socialism challenged the cultural norms.

HIST 60543 Graduate Readings in Twentieth-Century Britain. This course analyzes the two World Wars and their impact upon British society, the triumph of socialism in the Labour Party and its decline towards the end of the century. Britain's political culture as it changed from a dominant world power to a second rank nation despite its Commonwealth and its membership in the European community are carefully documented.

HIST 60553 Graduate Readings in the British Empire, 1603-1857. Selected readings in the establishment and governance of the first British colonial presence in Ireland and North America, the evolution of colonies of settlement and colonies of color, formal and informal connections between the metropole and its colonies.

HIST 60563 Graduate Readings in the British Empire and Commonwealth, 1857-1975. Selected readings in the "new imperialism" of the late 19th and early 20th centuries, World War I and the empire, nationalism and the "end of empire" after 1945.

HIST 60603 Graduate Readings in Colonial America from the Age of European Discovery to 1763. Readings from the Age of European Discovery of America through the Great War for Empire of 1754-1763. The course will examine political, economic, religious, and social and intellectual changes.

HIST 60613 Graduate Readings in Revolutionary America, 1763-89. Readings from the end of the Great War for Empire through the establishment of the United States under the Constitution. The course examines differences between the colonies and Britain, the Revolution, the Confederation period, and the Constitution.

HIST 60623 Graduate Readings in the Age of Jefferson, 1789-1828. Readings from the advent of the Washington administration to the election of 1828. The course examines the differences between Federalists and Republicans, the causes of, the course of the War of 1812, and the Era of Good Feelings.

HIST 60633 Graduate Readings in the Age of Jackson, 1829-1860. Traces the rise of Jacksonian Democracy, the Jackson presidency and subsequent administrations to 1860, Manifest Destiny and the westward movement, and sectional tensions leading to the Civil War.

HIST 60643 Graduate Readings in the Civil War and Reconstruction, 1861-1876. Covers the outbreak of the Civil War, the military campaigns of the war, political, social and economic developments of the period, and the postwar reconstruction of the union.

HIST 60653 Graduate Readings in the Progressive Period, 1877-1919. Readings in the rise of big business, the populist movement and progressive reform in the period from the close of Reconstruction through the Wilson

administration.

HIST 60663 Graduate Readings in America Between World Wars, 1919-1941. An examination of the political, economic, and cultural forces of the 1920s and 1930s. Developments in areas such as technology, migration, business and agriculture are included.

HIST 60673 Graduate Readings in United States History, 1941-1975. The emergence of the United States as a world power and its part in the Cold War. The importance of new technologies, migration and economic development. The rising impact of globalization on the United States.

HIST 60703 Graduate Readings in United States Foreign Relations from Independence to World War I. Traces the history and historiography of U.S. foreign relations to World War I. Topics include the diplomacy of the American Revolution, the foreign policy of the new republic, the causes and consequences of the War of 1812, national expansion, the era of manifest destiny, Civil War diplomacy, and American imperialism.

HIST 60713 Graduate Readings in United States Foreign Relations from World War I to the Present. Traces the history and historiography of U.S. foreign relations from World War I to the present. Topics include the diplomacy of the First World War, the interwar wars, the Second World War, the Cold War, and the post-Cold War era.

HIST 60723 Graduate Readings in the Constitutional History of the United States. Examines the constitutional history of the United States and constitutional historiography from the colonial period to the present.

HIST 60733 Graduate Readings in the American Presidency. Traces the historical development of the presidency from the Washington administration to the present, with emphasis on selected administrations.

HIST 60743 Graduate Readings in the American West. Traces the history of the Trans-Mississippi West from the Spanish conquest to the present.

HIST 60753 Graduate Readings in the Modern South. Emphasis on economic development of the South, technology, agriculture, and industry. Examination of political power, the civil rights movement and cultural developments in education, music and literature.

HIST 60763 Graduate Readings in Native American History. Surveys the history of Native Americans from their arrival in America to the present day.

HIST 60773 Graduate Readings in American Ethnic History. Surveys the history of various ethnic groups in U.S. history with emphasis on the quest for identity, assimilation, and acculturation.

HIST 60783 Graduate Readings in American Business History. Use of primary and secondary sources to examine the evolution of business organizations, the impact of technology on business, the interaction between business and society, and business-government relations.

HIST 60793 Graduate Readings in the History of American Medicine and Public Health. A social and cultural approach to the place of medicine and public health in American life, from the colonial era to the present. Emphasis on the relationship of medicine and economic development. Relationship of disease and epidemics with economic factors is examined.

HIST 60803 Graduate Readings in the Vietnam War. Traces the history of pre-European Vietnam, French conquest, Indo-China War, roots of US involvement, the course of the US war, US domestic developments, and events in post-1975 Socialist Republic of Vietnam.

HIST 60813 Graduate Readings in US Military History. Traces the role of the armed forces in American society through a study of the origins and development of military institutions, traditions, and practices. Traces principal wars, including their causes, course, and effects, and treats the effects of leadership and new technologies.

HIST 60823 Graduate Readings in US Military History. Traces the role of the armed forces in American society through a study of the origins and development of military institutions, traditions, and practices. Traces principal wars, including their causes, course, and effects, and treats the effects of leadership and new technologies.

HIST 60903 Graduate Readings in Latin America, the Colonial Period. Examination of primary and secondary sources relating to the Iberian and native backgrounds, the evolution of colonial institutions, and the independence movements in Latin America.

HIST 60913 Graduate Readings in Latin America, the National Period. Examination of primary and secondary sources relating to the colonial inheritances influencing national development, the efforts at modernization in the nineteenth century, the social revolutionary movements of the twentieth century, and United States-Latin American relations.

HIST 60923 Graduate Readings in United States-Latin American Relations. Examination of early relations among the independent republics, the impact of the Monroe Doctrine, the Pan American movement, and the rise of and challenge to U.S. hegemony in Latin America using both primary and secondary sources.

HIST 60933 Graduate Readings in Revolution in Latin America. Examination of revolutionary theory and revolutions in Latin America using primary and secondary sources.

HIST 60943 Graduate Readings in the Spanish Borderlands. Study of the clashing and mingling of cultures in regions formerly held by Spain in the southeastern and southwestern United States based on primary and secondary accounts.

HIST 60953 Graduate Readings in the History of Argentina and Chile. Review of primary and secondary sources relating to the development of southern South America from colonial times to the present.

HIST 60963 Graduate Readings in the History of Brazil. The growth of Brazil from its colonial origins to its rank as a major nation is traced using primary and secondary accounts.

HIST 60983 Graduate Readings in the Indians of Middle and South America. Use of primary and secondary sources to examine the major pre-Columbian civilizations, the impact of the Iberian intrusion, and the role of the

indigenous population in modern national life.

HIST 60993 Graduate Readings in the History of Mexico. Evolution of Mexico from colonial times to contemporary oil power based on primary and secondary sources.

HIST 70103 Seminar in Ancient History. A readings seminar in which students read widely in the important works on various issues and interpretations of Ancient history

HIST 70203 Seminar in Women's History. A readings seminar in which students read widely in the important works on various issues and interpretations of Women's history.

HIST 70303 Seminar in Early Modern European History. A readings seminar in which students read widely in the important works on various issues and interpretations of Early Modern European history.

HIST 70403 Seminar in Modern European History. A readings seminar in which students read widely in the important works on various issues and interpretations of Modern European history

HIST 70443 Seminar in Russian History. A readings seminar in which students read widely in the important works on various issues and interpretations of Russian history

HIST 70453 Seminar in Asian History. A readings seminar in which students read widely in the important works on various issues and interpretations of Asian history.

HIST 70503 Seminar in British History. A readings seminar in which students read widely in the important works on various issues and interpretations of British history.

HIST 70603 Seminar in United States History. A readings seminar in which students read widely in the important works on various issues and interpretations of United States history.

HIST 70703 Seminar in Military History. A readings seminar in which students read widely in the important works on various issues and interpretations of Military history.

HIST 70771 Non-Thesis. Selected when enrolling only for non-thesis examination or preparation for the examination.

HIST 70803 Seminar in Vietnam War History. A readings seminar in which students read widely in the important works on various issues and interpretations of Vietnam War history.

HIST 70813 Seminar in Hispanic American History. A readings seminar in which students read widely in the important works on various issues and interpretations of Hispanic American history.

HIST 70903 Seminar in Latin American History. A readings seminar in which students read widely in the important works on various issues and interpretations of Latin American history.

HIST 70980 Thesis. Thesis

HIST 70990 Thesis. Thesis

HIST 80083 History as a Profession: Teaching, Research, and Service. Covers all aspects of the teaching profession, including selection of readings, designing courses, preparation and delivery of class lectures, leading class discussions, preparing and grading exams, and professional expectations during and after graduate school.

HIST 80090 Supervised Teaching at the College Level. All teaching assistants who are assigned to teach undergraduate courses must enroll for this course.

HIST 80103 Research Seminar in Ancient History. As a seminar, this course emphasizes reading, research, writing, and discussion. An occasional lecture may be scheduled. Topics of study will vary from semester to semester. Prerequisites: admission to the graduate program and permission of the instructor.

HIST 80203 Research Seminar in Women's History. This seminar will investigate women's experiences in and contributions to the history of the western world, Europe and the United States. Topics may include, but are not limited to: family and reproduction, work, politics, gender issues, slavery, and the frontier.

HIST 80303 Research Seminar in Early Modern European History. Research Seminar in early modern European history.

HIST 80403 Research Seminar in Modern European History. Research Seminar in Modern European history.

HIST 80443 Research Seminar in Russian History. Research Seminar in Russian history.

HIST 80453 Research Seminar in Asian History. Research seminar in Asian History. Students will read widely around important historiographical issues in Asian history or conduct intensive research on a specific topic in Asian history.

HIST 80503 Research Seminar in British History. Research Seminar in British history.

HIST 80603 Research Seminar in U.S. History. Research Seminar in U.S. history.

HIST 80703 Research Seminar in Military History. Research Seminar in Military history.

HIST 80803 Research Seminar in Vietnam War History. Traces the history of China's social and military influence on Vietnam, the history of pre-European Vietnam, French conquest, Indo-China War, the roots of U.S. involvement, the course of the U.S. war, U.S. domestic developments and post-1975 Socialist Republic of Vietnam.

HIST 80813 Research Seminar in Hispanic American History. Research Seminar in Hispanic American history.

HIST 80903 Research Seminar in Latin American History. Research seminar in Latin American history.

HIST 90980 Dissertation. Prerequisite: Written permission of chairman of the department.

HIST 90990 Dissertation. Prerequisite: Admission to candidacy. Continuation of 90980. A minimum of 12 hours of dissertation credit is required.

Philosophy

[Courses of Instruction](#)

Courses of Instruction

PHIL 50970 Directed Studies in Philosophy. Prerequisite: Permission of instructor.

Religion

[Courses of Instruction](#)

Courses of Instruction

RELI 50130 Seminar in Biblical Studies. Prerequisite: approval of instructor. A particular topic in Biblical Studies will be selected for detailed study. (3-6 semester hours)

RELI 50970 Directed Study in Religion. 1 - 6 semester hours

Sociology

[Courses of Instruction](#)

Overview

Anthropology

Administered by the Department of Sociology.

Sociology

Courses of Instruction

SOCI 50610 Directed Study in Sociology. Prerequisite: permission of instructor, and graduate standing. Supervised reading, research and completion of a substantial paper. May be taken for credit ranging from 1-6 semester hours and may be taken more than once.

Women's Studies

[Overview](#)

[Admission Requirements](#)

[Courses of Instruction](#)

Overview

A certificate in Women's Studies is available on the M.A. and Ph.D. degrees in English, History, Art History, Biblical Interpretation and Pastoral Theology and Pastoral Care. The certificate recognizes a student's intensive investigation of issues in Women's Studies in the context of her or his regular disciplinary graduate work.

Admission Requirements

A student must be enrolled in an M.A. or Ph.D. program in the above disciplines to participate. Application for admission to the Certificate program should be made in writing to the Director of Women's Studies.

Requirements

Completion of the Certificate requires 12 hours (4 courses), including WOST 60003 Graduate Colloquium in Feminist Theories and Methodologies. The other 9 hours may be taken in one or more of the following ways:

-- Selected from pre-approved WOST-designated graduate courses in the student's field of study or in another department (with approval from the Director of Graduate Studies in the student's major field)

-- As independent study, with approval from the Director of Women's Studies and the Director of Graduate Studies in the student's major field

-- Through a course that is not WOST-designated, but that includes a substantial feminist/gender component. The student's individual research in such a course will be directed towards these issues. By approval of the Director of Women's Studies Interdisciplinary work is encouraged in the Certificate program.

Courses of Instruction

WOST 60003 Colloquium on Feminist Theory. This course aims to provide graduate students with a thorough grounding in the basics of feminist theory since the early modern period. We will cover the major themes of education, biological determinism vs. social constructivism, feminist analysis, psychoanalysis, and language theory, as well as other approaches specific to disciplinary background (visual, historical, literary analysis).

WOST 90003 Graduate Colloquium on Feminist Methodology and Theory. This is the required course in the Women's Studies Certificate program. It is open to Ph.D. and Th.M. students and others on a case-by-case basis. It aims to give graduate students from a variety of disciplines a thorough grounding in the basics of feminist theory and methodology since the early modern period.

Harris College of Nursing & Health Sciences

Conditional Admission

Conditional admission of graduate students may be granted upon the recommendation of the department chairperson or director. Although the length of the conditional period varies by department, no student may remain on conditional status more than one semester without approval of the department chairperson or director. Removal of the conditional status is described in acceptance letters to students and requires a minimum of one semester of full-time work with grades of B or better in each course. Specific courses to be taken for the semester of full-time work are identified in acceptance letters.

Harris College, Nursing

Courses of Instruction

Overview

The Harris College, Nursing offers an innovative Master of Science in Nursing (MSN). The MSN has two tracks, ADN to MSN and BSN to MSN. *The ADN to MSN program is undergoing revision. Please contact the Nursing Graduate Program Director, Dr. Kathy Baldwin, email address: k.baldwin@tcu.edu, for further information.* There are two majors: Clinical Nurse Specialist (CNS) and Nursing Education. There are two role foci for the CNS major is adult health (medical-surgical) nursing or pediatric nursing. There are two role foci for the Nursing Education major, adult health/gerontology or parent-child nursing.

Additionally, a post-Master's certificate option is available in both majors for nurses with a previous Master's Degree in another nursing specialty. The amount of course work required for the Post-Master's CNS Certificate is based on transcript review and the Texas Board of Nursing (BON) requirements for CNS-Advanced Practice Nurse recognition. The 12-hour Post-Master's Nursing Education Certificate is composed of three online didactic courses and one precepted teaching practicum course.

All didactic course work is offered online. Clinical practicum and teaching practicum courses are supervised by TCU faculty in concert with qualified preceptors. Generally, students will complete their practicum courses in agencies located in their geographical area. If adequate practicum or preceptor resources are not available in the student's geographical area, concentrated practicum experiences are available in the Fort Worth area.

Admission

Admission to the graduate program is open to qualified candidates who have either a baccalaureate degree in nursing from an accredited college or university or who have an associate degree in nursing from an accredited nursing program and have successfully completed TCU's accelerated ADN to master's program course work.

Admission is competitive and an individualized approach is used to identify applicants with demonstrated academic achievement and potential, who have strong motivation to succeed in academic study and professional practice, and the potential to function as a leader in advanced practice and health care delivery or nursing education. The applicant's grade point average, performance on standardized exams, writing and speaking skills, and prior professional experience are used to assess applicants for admission. A profile of each applicant is developed based on an admission portfolio consisting of:

- Evidence of a current unencumbered licensure in the state of Texas or the state where clinical course work will occur.
- Evidence of current Healthcare Provider CPR.
- Official transcripts from all colleges or universities attended with a preferred cumulative grade point average of 3.0 (on a 4 point scale) from the applicant's basic nursing program. (Two official transcripts must be sent from each institution).
- For baccalaureate graduates, an acceptable score on the Graduate Record Examination (GRE) or the Miller Analogy Test (MAT).
- For ADN to MSN students, an acceptable score on the GRE or the MAT is required for progression to the graduate level course sequence.
- A preferred work history that includes two years of full-time experience or its equivalent as a registered nurse in adult health, medical-surgical units or other areas where adults receive care, if entering the CNS major.
- A preferred work history that includes two years of full-time experience or its equivalent as a registered nurse, if entering the Nursing Education major.
- For applicants for whom English is a second language, demonstrated English language proficiency is measured by an acceptable score on the Test of Spoken English as a Foreign Language (TOEFL) and the institutional version of the Test of Spoken English (TSE).
- An assignment demonstrating written communication skills and computer proficiency.
- Three letters of reference, of which two are from health care professionals and the third is preferably from an instructor in the basic nursing program.

Prior to beginning clinical courses, students must present satisfactory evidence of the following:

1. Immunizations:
 - Tetanus/Diphtheria (Td) / *Must have had one dose within past ten years.*
 - Measles / *If born after January 1, 1957, two doses, at least 30 days apart, since 12 months of age.*
 - Mumps / *If born after January 1, 1957, at least one dose since 12 months of age.*
 - Rubella / *At least one dose since 12 months of age.*
 - Hepatitis B / *A completed three-dose series.*
 - Tuberculosis mantoux test / *Test or chest x-ray within year prior to beginning practicum courses.*
 - Varicella (Chickenpox) / *One of the following three: (1) a series of two doses, four to eight weeks apart, or (2) a signed statement by the student or student's physician stating that the student had Chickenpox and when the disease occurred and includes contact information for the historian (person recalling the illness), or (3) positive varicella titer.*
2. Current health insurance coverage.
3. Acceptable results from a drug screening test and a criminal background check within the 30 days prior to beginning practicum course work.

Adult Health (Medical-Surgical) CNS Major Curriculum Requirements

The 40-hour curriculum is composed of 31.5 semester hours of didactic coursework and 8.5 semester hours of clinical practicum. An additional 6-hour elective in diagnostic reasoning is offered following program completion for

interested students who desire prescriptive authority.

Required Coursework

NURS 50003 *Advanced Pathophysiology*
NURS 50013 *Advanced Health Assessment*
NURS 50022 *Advanced Practice Roles*
NURS 50053 *Advanced Pharmacotherapeutics*
NURS 60013 *Health Care Policy, Law, and Ethics*
NURS 60030 *Professional Project*
NURS 60043 *Advanced Nursing Research and Theory*
NURS 60413 *CNS Concepts I*
NURS 60414 *Adult and Gerontologic Patient Concepts*
NURS 60443 *Financial Concepts in Health Care*
NURS 60482 *CNS Practicum I*
NURS 60513 *CNS Concepts II*
NURS 60583 *CNS Practicum II*
NURS 60613 *CNS Concepts III*
NURS 60683 *CNS Practicum III*

Elective

NURS 60716 *Diagnostic Reasoning*

Pediatric CNS Major Curriculum Requirements

Required Coursework

NURS 50003 *Advanced Pathophysiology*
NURS 50013 *Advanced Health Assessment*
NURS 50022 *Advanced Practice Roles*
NURS 50053 *Advanced Pharmacotherapeutics*
NURS 60013 *Health Care Policy, Law, and Ethics*
NURS 60030 *Professional Project*
NURS 60043 *Advanced Nursing Research and Theory*
NURS 60413 *CNS Concepts I*
NURS 60443 *Financial Concepts in Health Care*
NURS 60744 *Advanced Concepts in Parent-Child Nursing*
NURS 60482 *CNS Practicum I*
NURS 60513 *CNS Concepts II*
NURS 60583 *CNS Practicum II*
NURS 60613 *CNS Concepts III*
NURS 60683 *CNS Practicum III*

Nursing Education Major Curriculum Requirements

The 38-hour curriculum is composed of 33 semester hours of didactic coursework, two semester hours of clinical practicum, and three semester hours of teaching practicum.

NURS 50003 *Advanced Pathophysiology*
NURS 50013 *Advanced Health Assessment*
NURS 50053 *Advanced Pharmacotherapeutics*
NURS 60013 *Health Care Policy, Law, and Ethics*
NURS 60030 *Professional Project*
NURS 60043 *Advanced Nursing Research and Theory*
NURS 60414 *Adult and Gerontologic Patient Concepts* **OR NURS 60744** *Advanced Concepts in Parent-Child Nursing*
NURS 60443 *Financial Concepts in Health Care*
NURS 60482 *Advanced Practice Nursing Practicum*
NURS 60713 *Learning and Instruction*
NURS 60723 *Curriculum and Program Development*
NURS 60733 *Evaluation in Nursing Education* **NURS 60783** *Teaching Practicum*

Post Master's Adult Health (Medical-Surgical) CNS Certificate Curriculum Requirements *

NURS 60414 *Adult and Gerontologic Patient Concepts*
NURS 60482 *Advanced Practice Nursing Practicum*
NURS 60513 *CNS Concepts II*
NURS 60583 *CNS Practicum II*
NURS 60613 *CNS Concepts III*
NURS 60683 *CNS Practicum III*

* Additional course work may be required to meet the BNE requirements for advanced practice nurses.

Post Master's Nursing Education Certificate Curriculum Requirements

NURS 60713 *Learning and Instruction*
NURS 60723 *Curriculum and Program Development*
NURS 60733 *Evaluation in Nursing Education*
NURS 60783 *Teaching Practicum*

The ADN to MSN Program

The ADN to MSN program is **undergoing revision**. Please contact the Nursing Graduate Program Director, Dr.

Kathy Baldwin, email address: k.baldwin@tcu.edu, for further information.

The Master's of Science in nursing program offers the opportunity for associate degree registered nurses (ADN) to achieve master's level preparation in nursing through an innovative curriculum plan. The ADN candidate is admitted to the accelerated program and required to complete a number of prerequisites before consideration for admission to the graduate program. The prerequisites include:

Liberal arts and humanities and college requirements 38 hours of lower division courses that are required may be taken at TCU or transferred:

English Composition	6
Anatomy and Physiology	8
Microbiology	3
Psychology	3
Growth and Development	3
Speech	3
Statistics	3
Fine Arts/Humanities	3
Elective	3
Literature	3

Twenty-four hours of upper division courses will be taken at TCU of which 12 hours are nursing:

Upper division elective	3
Upper division writing intensive course	3
Upper division literature course	3
Upper division social science course	3

Undergraduate nursing curriculum requirements (13 credit hrs):

NURS 40632 Research and Theory in Nursing Practice	2
NURS 40813 Community Health Nursing: Concepts	3
NURS 40882 Community Health Nursing: Practicum	2
NURS 40913 Role Development and Nursing Management: Concepts	3
NURS 50022 Role Development and Nursing Management: Concepts	2

Upon completion of all prerequisites with a TCU cumulative grade point average of 3.0, an acceptable score on the Graduate Record Examination (GRE) or the Miller Analogy Test, the ADN student will be allowed to enroll in graduate level coursework. Students who fail to meet these conditions will not be allowed to continue on in graduate study in nursing, but may consider completion of the baccalaureate degree requirements.

Courses of Instruction

NURS 50003 Advanced Pathophysiology. Prerequisites: Admission to Graduate Program or permission of instructor. Provides an understanding of advanced knowledge base of pathophysiologic processes underlying human illness. Content includes systems approach to pathophysiologic processes associated with altered health states in adults and children.

NURS 50013 Advanced Health Assessment. Prerequisites: Admission to Graduate Program or permission of instructor. This course focuses on developing comprehensive health assessment knowledge and skill required for advanced practice nursing practice across the life span. Diagnostic and inferential skills are emphasized through systematic approaches. The course includes didactic and practicum experiences.

NURS 50022 Advanced Practice Roles. Prerequisites: Admission to Graduate Program. Provides a foundation for transition to the role of the nurse in advanced practice. Includes roles within advanced practice, theories of change, concepts of negotiation, collaboration, interdependence, advocacy and autonomy, and titling, certification and licensure issues. Clinical nurse specialist role is extensively examined.

NURS 50053 Advanced Pharmacotherapeutics. Prerequisites: Admission to Graduate Program or permission of instructor. Emphasizes pharmacological principles fundamental to the selection of pharmacologic agents in altered health states in adults across the lifespan. Includes the pharmacodynamic, pharmacokinetic and pharmacotherapeutic properties of drug categories and specific agents, clinical responses to the use of pharmacologic agents, efficacy and cost-effectiveness issues, client education, and adherence.

NURS 60000 Independent Study: Advanced Nursing Practice. This course is designed to afford students the opportunity to focus on a phenomenon of interest in advanced nursing practice.

NURS 60013 Health Care Policy, Law and Ethics. Prerequisites: Admission to the Graduate Program or permission of the instructor if in a graduate program in another department. This course integrates concepts of health care policy, law and ethics as a foundation for high quality cost-effective care and for participation in the design and implementation of care in health care delivery systems. Content includes knowledge of how health policy is formulated, how to affect this process, and how it impacts clinical practice and health care delivery. Philosophical/ethical/legal dimensions of health care policy, organization and economics are analyzed.

NURS 60030 Professional Project. Prerequisites: NURS 60043. Emphasis is placed on improving clinical, financial, or system outcomes through an evidence-based quality improvement project within a specified area of advanced practice and strategies for utilization within the practice setting.

NURS 60043 Advanced Nursing Research and Theory. Prerequisites: Admission to the Graduate Program. This course emphasizes the evaluation, utilization and integration of a wide variety of theories and research methodologies as a foundation for advanced nursing practice. Content includes application of theoretical

frameworks to research designs to improve practice and patient outcomes. Evidenced-based interventions are analyzed followed by identification of outcome studies needed to improve practice.

NURS 60053 Critical Inquiry in Advanced Nursing Practice. This course emphasizes the utilization of knowledge gained from the inquiry process to provide high quality health care, initiate change and improve health care delivery at all levels. Content includes the identification of clinical practice problems, evaluation of research in relation to those problems, application of the inquiry process to clinical issues as a basis for clinical and organizational decision-making and the use of information technologies in inquiry and research.

NURS 60303 Seminar in Women's Health. Explores holistic women's health in the contexts of history, culture, science. Examines the influence of race, gender, age, and class on women's embodied experiences and women's health. Reviews effect of oppression and influence of power and privilege on systems and processes. Analyzes the impact of social construction of gender on women as consumers and providers of health care. Reframes contemporary systems to challenge prevailing social values and actions; suggests alternative practices and research agendas. Promotes women's ownership and self-agency in naming misogyny, understanding health behaviors and selected problems; identifying choices in prevention and care. Introduces global considerations in women's health.

NURS 60413 CNS Concepts I. Prerequisites: NURS 50003, 50013, 50053, 60043. This course emphasizes the patient/client domain of CNS practice. The health maintenance, health promotion, and illness prevention needs of adults, individually and collectively, are examined through the introduction and implementation of the outcomes management role. Content includes management of commonly encountered symptoms, functional problems, and risk behaviors commonly encountered in adults.

NURS 60414 Adult and Gerontologic Patient Concepts. Prerequisites: NURS 50003, 50013, 60043, and 50053. This course emphasizes the patient/client domain of nursing practice. The health maintenance, health promotion, and illness prevention needs of adults and older adults, individually and collectively, are examined through the introduction and implementation of the outcomes management role. Content includes management of commonly encountered symptoms, functional problems, and risk behaviors commonly encountered in adults.

NURS 60443 Financial Concepts in Health Care. Prerequisites: NURS 60013. This course provides an overview of the financial concepts necessary to functioning as a case manager. Content includes financial accounting, planning and control, resource management, and management information systems.

NURS 60444 Clinical Interpretation of Assessment and Diagnostic Data. This course emphasizes the interpretation of multi-dimensional assessment data for the purpose of planning, implementing and evaluating a course of care for the client receiving case management services. The relationship between these data and the health and illness needs of clients is used to provide a basis for the service requirements needed to maintain and restore clients' optimal health.

NURS 60482 Advanced Practice Nursing Practicum I. The course consists of supervised practicum experience focusing on advanced nursing practice with patients and families experiencing illnesses, injuries, or disease, or developmental transitions common to the selected population of study. The application of health maintenance, health promotion and illness prevention will be incorporated. Particular emphasis is placed on the management of symptoms, functional issues, and risk behaviors commonly encountered in the selected population of study.

NURS 60513 CNS Concepts II. Prerequisites: NURS 60413 and 60482. Explores the nursing practice domain of CNS practice. Organized according to competencies related to identifying and defining problems and opportunities in nursing practice, identifying and articulating factors contributing to resource management needs and outcomes, developing innovative solutions, and evaluating the effect of solution strategies. Examines CNS subroles of expert practitioner, educator, researcher, change agent, and consultant within the nursing personnel sphere of influence.

NURS 60583 CNS Practicum II. Concurrent: NURS 60513. Clinical care of adult patients experiencing common illnesses or injuries and nursing practice domain of CNS practice. Emphasizes identification and definition of problems and opportunities in nursing practice, identification and articulation of factors contributing to resource management needs and outcomes, development of innovative solutions, and evaluation of solution strategies. Explores CNS subroles of expert practitioner, educator, researcher, change agent and consultant.

NURS 60613 CNS Concepts III. Prerequisites: NURS 60413, 60482, 60513, and 60583. Explores the systems/organizations domain of CNS practice. Organized according to competencies related to identification and definition of problems and opportunities in nursing practice, identification and articulation of factors contributing to resource management needs and outcomes, development of innovative solutions, and evaluation of solution strategies. .

NURS 60683 CNS Practicum III. Concurrent: NURS 60613. Clinical care of adult patients experiencing common illnesses or injuries; systems/organizations domain of CNS practice; capstone experience integrating CNS Spheres of Influence in last quarter of semester. Emphasizes organizational/network domain; identification and definition of problems and opportunities within organizations/networks, identification and articulation of factors contributing to resource management needs and outcomes within organizations/networks, development of innovative solutions within organizations/networks, and evaluation of solution strategies within organizations/networks.

NURS 60713 Learning and Instruction in Nursing Education. This course examines the teaching/learning theories used in nursing education. Students also examine the ethical and legal issues in nursing education. Students will begin to develop a personal philosophy of teaching. Models used in classroom and clinical nursing education are compared and contrasted. Evaluation methods for classroom and clinical teaching are examined.

NURS 60716 Diagnostic Reasoning. Prerequisites: NURS 50003, 50004, and 50053. Emphasizes diagnosis and management of common acute and chronic disruptions of health experienced by adults across the lifespan. Concepts from advanced assessment, advanced pathophysiology, and advanced pharmacotherapeutics assimilated to develop diagnoses and treatment plans within the scope of practice. Clinical practice of diagnostic and treatment skills in 6 hours weekly. Completes nationally recognized requirements for prescriptive authority.

NURS 60723 Curriculum and Program Development in Nursing. This course examines the faculty role. Curriculum development will be highlighted. Students will continue to develop their personal philosophy of teaching. The impact of societal changes on nursing education will be examined.

NURS 60733 Evaluation in Nursing Education. This course examines the evaluation process in nursing education including student learning and outcomes in classroom and clinical nursing courses, curriculum evaluation, teaching

effectiveness, and overall nursing program evaluation. Exam development and grading decisions are of particular focus.

NURS 60744 Advanced Concepts in Parent-Child Nursing. The course focuses on family-centered nursing care for childbearing and childrearing families. Areas of concentration include family systems, development and functioning, acute and chronic illness, evidence-based, family centered nursing assessment and intervention, and interdisciplinary collaboration.

NURS 60783 Teaching Practicum. Prerequisites: NURS 60713. This practicum experience enables students to implement the knowledge and skills learned in NURS 60713. Students will teach in both a classroom and clinical setting in a nursing program during this experience.

NURS 70030 Special Topics in Nursing. Special topics and innovations in the broad field of nursing will be discussed.

School of Nurse Anesthesia

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Mission

To prepare professional nurses for nurse anesthesia practice with advanced, specialized knowledge and skills in order to meet the health needs of a diverse population.

Program Goals

1. Support the University's mission, vision, and core values.
2. Prepare graduates to become competent Certified Registered Nurse Anesthetists, ready to serve society in an advanced role on the health care team.
3. Promote core values and behaviors that encourage respect for diversity, acknowledge human worth and dignity, and support professional nurse anesthesia practice.
4. Foster an appreciation for the necessity of learning, thinking critically, and continuing to grow personally and professionally.
5. Contribute to the nurse anesthesia profession and to society by engaging in expert clinical practice and by demonstrating commitment to ethical leadership and responsible citizenship.

Accreditation

TCU's School of Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), a specialized accrediting body recognized by the Council on Higher Education Accreditation (CHEA) and the United States Department of Education (DOE). (Council on Accreditation, 222 South Prospect Ave., Ste. 304, Park Ridge, IL 60068-4010)

The Standards and Guidelines for accreditation of nurse anesthesia educational programs/schools endorsed by the Council are merely guidelines for TCU to follow. They are not a contract between any member of the School of Nurse Anesthesia of TCU and should not be construed to give rise to any liability of TCU to any student enrolled in the School of Nurse Anesthesia. The program, the parent institution, or the clinical affiliates will not distort or misrepresent the program's accreditation status.

Code of Ethics

A code of ethics guiding the practice of students in programs preparing nurse anesthetists is published in the School handbook.

Admission/Application Deadlines

An application packet can be obtained from the website www.crna.tcu.edu or by telephoning the School at 817-257-7887. Deadlines and other important dates related to admission are also available on the website or by telephone.

All applicants meeting the following criteria will be considered for admission:

- Bachelor of Science in Nursing, or an appropriate Bachelor's degree from an accredited school or college
- Valid licensure as a registered nurse
- Official Graduate Record Examination (GRE) scores (verbal and quantitative > 1100) OR Miller Analogies (MAT) score (> 411)
- *Weighted* GPA 3.0 or greater
- A minimum of one year experience in adult critical care, emergency room, pediatric critical care, or equivalent; *two years is highly recommended*
- Certification as ACLS, PALS, CCRN
- Three strong professional references
- A short essay
- If English is not the first language, a score of at least 600 on the Test of English as a Foreign Language and a score of 6 on the institutional version of the Spoken English Test (SET)
- International applicants should refer to that section in the TCU Graduate Bulletin

Candidates who satisfactorily meet these criteria will be invited for an interview. Candidates will be informed of admission status.

Application deadlines:

November 1 for class beginning the next August. Candidates will be notified of admission status by February 1.

Non-Discrimination

TCU does not discriminate on the basis of personal status, individual characteristics, or group affiliation, including but not limited to classes protected under federal and state law.

TCU complies with the Americans with Disabilities Act and with Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Disabled students will be individually assessed for their ability to meet the requirements of the curriculum and of practice. Students with questions about disabilities should contact the Director.

Medical Requirements

A documented health examination is required prior to the beginning of classes.

Environmental Exposure

Providers in anesthesia are advised that studies completed over the past several years have indicated that personnel who are chronically exposed to waste anesthetic gases may be at increased risk of certain adverse health problems, including spontaneous abortions. Dorsch, J. A., & Dorsch, S. E. (1999). *Understanding Anesthesia Equipment* (4th ed.). Baltimore: Williams & Wilkins.

Immunizations

Each student must be in good physical and mental health, free of communicable disease when involved in patient care, and have a medical questionnaire and physician's certificate on file at the University prior to enrollment with proof of tuberculin testing (negative) and immunization against the diseases noted below.

A student who contracts a communicable disease shall notify the Director or Associate Director as soon as possible after learning of same and shall be suspended immediately and indefinitely until the student is free from infection.

Schedule for Immunizations

Immunization needed/*Schedule of immunization*

- Tetanus/Diphtheria (Td) / *Must have had one dose within past ten years.*
- Measles / *Those born since January 1, 1957, must have two doses since 12 months of age. The two doses must be at least 30 days apart.*
- Mumps / *Those born since January 1, 1957, must have at least one dose since 12 months of age.*
- Rubella / *At least one dose since 12 months of age.*
- Hepatitis B / *A complete series or proof of immunity is strongly encouraged prior to beginning direct patient care.*
- Varicella (Chickenpox) / *Positive V/Z titer, or documentation of immunization.*
- TB Skin Test (within one year) / *Negative PPD or negative chest x-ray.*

For more information, see the website www.tdh.state.tx.us/immunize/ or telephone the Texas School of Health, Immunization Division, 1-800-252-9152.

Health Insurance

Students must carry health insurance throughout the program. Although TCU offers a major medical insurance plan for students to purchase, students are advised to evaluate several plans before selection. Proof of coverage will be required. Students are not hospital employees and are not covered by Worker's Compensation.

Statement on Drug and Alcohol Abuse

The following policy is in accordance with the Council on Accreditation of Nurse Anesthesia Educational Programs' [Statement on admissions inquiries regarding drug and alcohol use.](#)

1. Applicants will be asked if they are currently using illegal drugs, abusing prescription drugs, or engaging in intemperate alcohol use at the time of application. An affirmative answer is grounds for denial of admission.
2. After acceptance into the School of Nurse Anesthesia but prior to enrollment, the student will be asked about prior illegal drug usage, abuse of prescription drugs, and prior intemperate alcohol use. Past users will be monitored, including but not limited to drug testing. Failure to comply with this policy or failure of a drug screen will result in dismissal from the program. The University or clinical training facility pays for the drug testing.
3. All students will be required to submit to random or scheduled drug testing at any point in their training based on the decision of the University or clinical training site. Failure to comply with this policy or failure of a drug screen will result in immediate dismissal from the program. The University or clinical training facility pays for the drug testing.
4. In the event of a failed drug screen, the University or clinical training site will provide information about rehabilitation. The University or the clinical training site will not incur any expense in this matter.
 - In Texas, referrals are made to:
 - Texas Peer Assistance Program for Nurses (T-PAPN)
 - 7600 Burnet Road, Suite 440
 - Austin, Texas 78757-1292
 - Telephone: 1-800-288-5528
5. Following successful completion of a drug rehabilitation program, students may apply for reinstatement in the program. Readmission is not automatic; cases are individually considered.
6. Criminal background checks will be required for insurance coverage prior to entering the residency phase. Students with concerns or questions should contact the Director before beginning the program. Prior conviction(s) may result in denial of admission to the residency phase.

General Information

Housing and Meals

Students are eligible for residence halls and meal plans at TCU. Contact Residential Services at 817-257-7865 or www.rh.tcu.edu/GSA.HTM for further information. Students are responsible for their own housing and meals at their assigned clinical site.

Financial Aid

Both loans and limited scholarships are available for students. Deadlines are early in the semester prior to entry and students are encouraged to contact the Graduate Financial Aid Advisor, TCU Box 297012, Fort Worth, TX 76129 as soon as possible. TCU is recognized by the Veterans' Administration for financial assistance to eligible students. Stipends are currently available during Phase II at limited clinical sites.

A student withdrawing from TCU within a limited time frame is eligible for tuition refund. Deadlines are printed in the University calendar every semester, and can be found in the Graduate Bulletin at www.graduate.tcu.edu/.

The student is responsible for all books, supplies, and equipment as required by courses.

The RRNA is provided with operating room attire during clinical instruction in both Phase I and Phase II except at a few rotation sites. The RRNA must provide a white lab coat.

Technology

Students should have sufficient computer literacy to manipulate multiple types of files. Students will need a Pentium Class PC with Windows 2000 or Windows XP, or a MAC with OS X v10.2 or better. Students are required to have Microsoft Office 2000 (with PowerPoint, Word, and Excel, or MAC compatible version), an Internet connection (preferably broadband), and a printer.

Time Commitment

The student's time commitment is approximately 64 hours during a seven-day week. This time commitment includes study time. One hour of classroom time generates two hours or more of study time. The student should expect a rotating schedule during Phase II.

Employment

Student employment is strongly discouraged. Students gain more from their academic and clinical experiences without the additional burden of work commitments. If student employment is absolutely necessary, the student must notify the Director in writing of the position and hours, documenting that there is no conflict in time between their job and program responsibilities. Students/RRNAs may not be employed to practice anesthesia. Clinical students/RRNAs may not work the shift prior to clinical time during Phase II.

Curriculum

Phase I - Lecture (FIRST 12 months)

Phase I begins each August and is completed the following August. During this period, students earn forty (40) graduate credit hours. In order to begin Phase II of the program, students must complete Phase I within twelve (12) months of the beginning of their course work and maintain a 3.0 GPA or greater. In the event of emergencies, students may be granted a leave of absence (see Handbook for details).

Distance Option

All students must be in residence during the fall semester of Phase I. Students may arrange to complete the spring and summer semesters of Phase I by distance programming at clinical sites that offer this option. Distance option classes are presented via live video-broadcast. At least two students per site must elect this option in order to make programming feasible; once initiated for a group of students, distance programming will continue as long as needed by that group. A fee per credit hour is assessed to cover broadcasting costs (no students at distant sites are assessed broadcast fees during Phase II).

Phase II - Clinical (MINIMUM 16 months)

Upon completion of Phase I, students must immediately enter Phase II. This phase of the program begins in late August and lasts approximately sixteen (16) months. During this time, the student's learning is built upon the material covered during the first phase of the program and is primarily a clinical residency although the student also returns to the classroom on a weekly basis for extensive clinically related study. Phase II ends in December. At the end of Phase II the graduate receives a Master of Science in Nurse Anesthesia, a certificate in anesthesia and becomes eligible to write the National Certifying Examination for Nurse Anesthetists given by the Council on Certification of Nurse Anesthetists. Graduates who successfully complete this written exam are eligible to be Certified Registered Nurse Anesthetists (CRNAs).

Phase II consists of the actual administration of general and regional anesthesia with qualified clinical instructors (anesthesiologists and/or anesthetists). Weekly classroom sessions consist of clinical conferences; journal club; and seminars dealing with current topics including, but not necessarily limited to, respiratory, cardiovascular, thoracic, neurosurgical, regional, obstetrical, pediatric, and special areas of anesthesia. Various special projects and competency examinations are administered throughout this phase.

Phase II courses are offered in concurrent sequences. Each set, e.g., NRAN 60572 and 60583, must be taken together and successfully completed prior to beginning the next set.

Phase I Curriculum (40 hours)

Fall Semester - 16 credit hours

NRAN 60113 Research and Theory in Nurse Anesthesia
NRAN 60123 Physical Science in Nurse Anesthesia
NRAN 60134 Advanced Pharmacology
NRAN 60146 Anatomy, Physiology and Pathophysiology I

Spring Semester - 12 credit hours

NRAN 60224 Pharmacology of Anesthetic Agents
NRAN 60235 Anatomy, Physiology and Pathophysiology II
NRAN 60213 Anatomy, Physiology and Pathophysiology III

First Summer Session - 6 credit hours

NRAN 60316 Principles of Anesthesia Practice I

Second Summer Session - 6 credit hours

NRAN 60416 Principles of Anesthesia Practice II

Phase II Curriculum (19 Hours)

Fall Semester - 5 credit hours

NRAN 60572 Clinical Concepts I
NRAN 60583 Clinical Residency I

Spring Semester - 5 credit hours

NRAN 60672 Clinical Concepts II
NRAN 60683 Clinical Residency II

First and Second Summer Sessions - 4 credit hours

NRAN 60772 Clinical Concepts III
NRAN 60782 Clinical Residency III

Fall Semester - 5 credit hours

NRAN 60972 Clinical Concepts IV
NRAN 60983 Clinical Residency IV

These academic courses are accepted as Continuing Education by the Board of Nurse Examiners for the State of Texas for Type I credit (If audited, contact the School of Nurse Anesthesia Director for instructions).

Course Numbering System

Courses numbered 60000 or above are graduate level courses. The first two numbers, 60, are standard in all courses. The third number indicates which semester in the sequenced program the course is placed, e.g., a 3 indicates the course is in the third semester. The summer sessions are numbered separately; there are nine semesters in the program. In Phase One courses, the fourth number has no significance. In Phase Two courses, the fourth number indicates whether the course is a residency (an 8) or a concepts course (a 7). The last number indicates the number of credit hours.

Minimum Case Requirements

The School of Nurse Anesthesia exceeds the general requirements as set forth by the Council on Accreditation, Standards and Guidelines for Accreditation of Nurse Anesthesia Educational Programs/Schools. Each RRNA is required to complete a minimum of 650 cases.

Grading

A grade is assigned for each course in which a student is regularly enrolled for graduate credit. A passing grade may be earned only if the student is enrolled for the duration of the course.

The graduate program at TCU requires a minimum overall GPA of 3.0 for graduation. A course grade of at least "B" is required in the following courses:

NRAN 60224 Pharmacology of Anesthetic Agents
NRAN 60235 Anatomy, Physiology and Pathophysiology II
NRAN 60213 Anatomy, Physiology and Pathophysiology III
NRAN 60316 Principles of Anesthesia Practice I
NRAN 60416 Principles of Anesthesia Practice II
NRAN 60572 Clinical Concepts I
NRAN 60672 Clinical Concepts II
NRAN 60772 Clinical Concepts III
NRAN 60972 Clinical Concepts IV

A course grade of less than "C" will not be accepted in any other course.
No more than six credit hours of "C" are accepted.

Graduation Criteria

All Phase I work is to be completed within one year from the date of program admission. Phase II is to be completed in sixteen (16) months. To qualify for graduation, a student must have completed a minimum of 59 semester hours of work with a 3.0 (on a 4.0 scale) overall grade point average. The Master of Science in Nurse Anesthesia degree will be awarded upon completion of Phase II.

Courses of Instruction

NRAN 60113 Research in Nurse Anesthesia. Emphasizes the evaluation and use of a variety of theories and research methods as a foundation for advanced practice in nurse anesthesia. Includes application of theory and research to improve practice and patient outcomes and identification of outcome studies needed to improve practice. Incorporates legal and ethical foundations of practice and policy.

NRAN 60123 Physical Science in Nurse Anesthesia. Introduction to structural recognition and nomenclature of organic compounds. Includes an introduction to amino acids, lipids, membranes, protein structure and function, and overview of the bioenergetics of the cell.

NRAN 60134 Advanced Pharmacology. Prerequisites: Permission of Director if not an admitted program student. Prepares the registered nurse (RN) for the anesthesia patient care team and in the administration of anesthesia by teaching the principles of pharmacokinetics, pharmacodynamics, uptake and distribution, and selected systemic pharmacology as applicable to anesthesiology. (Includes experiences with the human patient simulator.)

NRAN 60146 Anatomy, Physiology, and Pathophysiology I. Study of structure and function in health and disease of human nervous, endocrine, and excretory systems including fluid, electrolyte and acid-base balance.

NRAN 60213 Anatomy, Physiology and Pathophysiology III. Study of structure and function of health and disease in the human cardiovascular system.

NRAN 60224 Pharmacology of Anesthesia Agents. Prepares the RN for a role on the anesthesia patient care team and in the administration of anesthesia by teaching analysis, synthesis, and evaluation skills in selecting and administering appropriate anesthesia drugs for use in patient care situations. (Includes experiences with the human patient simulator.)

NRAN 60235 Anatomy, Physiology and Pathophysiology II. Study of structure and function of health and disease in the human respiratory, gastrointestinal tract, and endocrine systems.

NRAN 60316 Principles of Anesthesia Practice I. Prerequisites: Progression to third semester Phase I. Prepares the RN for a role on the anesthesia care team and in the administration of anesthesia by teaching a basic level of expertise in the safe and competent use of anesthesia equipment. (Includes experiences with the human patient simulator.)

NRAN 60416 Principles of Anesthesia Practice II. Prerequisites: NRAN 60316. Prepares the RN for a role on

the anesthesia care team and in the administration of anesthesia. Emphasizes physiologic response to surgery, medications, and diseases. (Includes experiences with the human patient simulator.)

NRAN 60572 Clinical Concepts I. Prerequisites: Successful completion of Phase I. An integrated series of lectures, clinical conferences, and seminars designed to provide the clinical resident with an in-depth education in the anesthetic management and considerations of various surgical procedures on patients with diverse pathological conditions. Topics include respiratory, thoracic, neurological, cardiovascular, regional, pediatric, and special areas of anesthesia. Integrates legal and ethical foundations from practice.

NRAN 60583 Clinical Residency I. Initial exposure to the clinical arena. Provides the opportunity to develop the basic skills and master the course objectives. The nurse anesthesia resident is responsible for the objectives as they pertain to American Society of Anesthesiologists' Classification I, I-E, and II patients and any assigned specialty rotations.

NRAN 60672 Clinical Concepts II. Prerequisites: NRAN 60572, 60583. An integrated series of lectures, clinical conferences, and seminars designed to provide the clinical resident with an in-depth education in the anesthetic management and considerations of various surgical procedures on patients with diverse pathological conditions. Topics include respiratory, thoracic, neurological, cardiovascular, regional, pediatric, and special areas of anesthesia. Integrates legal and ethical foundations from practice.

NRAN 60683 Clinical Residency II. Builds on theoretical knowledge acquired in Phase I. A formative period allows the nurse anesthesia resident to learn the new skills required in this practicum. The nurse anesthesia resident is responsible for the following objectives as they pertain to American Society of Anesthesiologists' Classification I, I-E, II, II-E, III, and III-E patients and any assigned specialty rotations.

NRAN 60772 Clinical Concepts III. Prerequisites: NRAN 60683 and 60672. Overview of practice, clinical, legal, ethical, unique goals, health, anesthesia care, management, and history.

NRAN 60782 Clinical Residency III. Builds upon theoretical knowledge acquired in Phase I. A formative period allows the acquisition of new skills required in this residency. The nurse anesthesia resident is responsible for the following objectives as they pertain to ALL American Society of Anesthesiologists' Classifications of patients and assigned specialty rotations.

NRAN 60972 Clinical Concepts IV. Overview of selected topics from Phase I and Phase II, integrating research, basic sciences and anesthetic problems.

NRAN 60983 Clinical Residency IV. Builds upon the previous residency and the theoretical knowledge acquired in Phase I. A formative period is not included in this residency. The nurse anesthesia resident is responsible for the objectives as they pertain to all classes and types of patients and any assigned specialty rotation.

Doctor of Nursing Practice

[Program of Study](#)

[Admission Requirements](#)

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Overview

The Doctor of Nursing Practice (DNP) is an innovative, solution-focused program designed to prepare advanced practice nurses to lead efforts in solving complex healthcare issues and developing new healthcare opportunities. Building on TCU's mission "learning to change the world", DNP students will be charged with "making a difference in healthcare".

Mission

The practice doctorate in nursing provides the terminal academic preparation for nursing practice. The purpose of this program is to prepare students to assume clinical leadership positions in a variety of healthcare, business, government, and educational organizations.

Objectives

Upon completion of the program, graduates should be able to:

1. Demonstrate advanced levels of clinical judgment and scholarship in nursing practice.
2. Utilize scientific knowledge to evaluate new and current approaches in nursing practice and healthcare delivery to promote optimal outcomes.
3. Provide leadership in organizations and systems to assure quality care delivery models.
4. Design, deliver, direct, and disseminate evidence-based practices.
5. Use information systems to design, select, use, and evaluate programs of care, outcomes of care and care systems.
6. Advocate for healthcare practice change through policy development and evaluation.
7. Assume leadership roles for effective transdisciplinary collaboration to achieve optimal outcomes.
8. Employ ethical principles to decision making in healthcare practices and systems.
9. Demonstrate advanced clinical reasoning and judgment in the management of complex clinical situations and systems.

Program of Study

The DNP is a practice doctorate designed to prepare experts in specialized advanced nursing practice. The focus is heavily on practice that is innovative and evidence-based, reflecting the application of credible research findings and theories to improving healthcare outcomes.

A master's degree and current recognition as an advanced practice nurse by appropriate certification and licensing boards is required for admission. All students are required to maintain their advance practice recognition through practice requirements defined by appropriate certification and licensing boards throughout the program.

The DNP degree may be completed in two years (21 months) at the minimum. The first year is typically composed of didactic courses and the second year the fulfillment of practice and final project requirements. Additional courses are available to help prepare students for teaching in academia.

Admission Requirements

Students will be selected based on the evaluation of a portfolio of evidence to include the following.

1. Completed application;
2. Masters degree with focus in specialty nursing and minimum grade point average (GPA) of at least 3.0/4.0;
3. Receipt of official transcript from all graduate schools attended;
4. Unencumbered license to practice as a Registered Nurse (RN) in the United States;
5. Current recognition as Advanced Practice Registered Nurse (APRN) by state board of nursing in a state where the role is recognized;
6. Results of the national APRN certification examination, Graduate Record Examination or Miller Analogies Test;
7. Resume;
8. Three professional references, (suggestions are from a supervisor, previous faculty or other professional reference);
9. Satisfactory completion of an interview, either by phone or in person;
10. Remittance of \$50 non-refundable application fee; and
11. One to two page paper describing how applicant's professional goals are congruent with the DNP program objectives.

Satisfactory completion of drug screen and background check will be required prior to beginning practicum hours.

Degree Requirements

The post-masters DNP degree requires a minimum of 30-semester hours of coursework for completion. Students must maintain a 3.0 grade point average throughout the program. Minimum coursework requirements follow.

Year One

Fall

NDNP 81113 Complexity and Innovation in Health Care

NDNP 81123 Biostatistics for the Advanced Health Practitioner

Spring
 NDNP 81233 Decision Science and Informatics
 NDNP 81243 Translational Research

Summer
 NDNP 81353 Healthcare Policy and Politics
 NDNP 81363 Emerging Sciences for Advanced Practice

Year Two

Fall
 NDNP 82183 Advanced Clinical Practicum I
 NDNP 88080 Advanced Clinical Project*

Spring
 NDNP 82283 Advanced Clinical Practicum II
 NDNP 88080 Advanced Clinical Project*

* Each Advanced Clinical Project course is for three (3) credit hours. A minimum of 6 hours over two semesters of NDNP 88080 is required to complete the degree program. Students may enroll in additional hours, beyond the required six hours, as needed to complete the requirements for the project.

Academic Rating System

The definition of grades and grade points is as follows:

Grades	Grade Points	Grade Descriptions
A	4.00	Excellent
A-	3.67	Good
B+	3.33	
B	3.00	
B-	2.67	Marginal
C+	2.33	Unsatisfactory
C	2.00	
C-	1.67	
F	0.00	Failing
I		Incomplete
P		Pass
NC		No Credit
W		Withdrew
Q		Dropped by permission of the dean
AU		Audit

DNP students must maintain a grade-point-average of at least 3.0 in accordance with the provisions described below under "Academic Warning." All grades will be included in the computation of the grade-point average, but no more than two grades of B- (B minus) or lower may be utilized in satisfying degree requirements.

An "I" grade is recorded when the student and instructor have determined that the work required for a course cannot be completed within the term of enrollment due to circumstances beyond the control of the student. Under no circumstances will a grade of "I" be given to avoid earning a grade of "F" for the course.

The "I" (Incomplete) grade must be removed within the first sixty days of the regular semester immediately following or it is changed to an "F." Any extension of this time must have the written approval of the instructor and dean. This policy does not apply to graduate thesis, thesis-recital and dissertation hours.

"I" grades on theses and dissertations are removed by special reporting forms when the student completes the work.

The grading policies and regulations of the school or college of a student's major apply to his or her academic studies.

Grade Point Average

Two grade point averages are maintained by TCU: (1) a semester average based on courses taken at TCU during a particular term, and (2) a cumulative average based on all work attempted at TCU. A student's grade point average (GPA) is computed by dividing the number of grade points (grade points earned per semester hour for the successful completion of academic work) by the number of hours (total credit hours attempted at TCU, excluding those attempted on a pass/no credit basis).

Transfer Credit

Transfer credit is added to the total number of cumulative earned hours. Transfer credit hours may satisfy degree requirements but are not used in the calculation of the cumulative GPA.

Pass/No Credit

Pass/no credit courses are disregarded in the calculation of the student's GPA.

Academic Warning

A DNP student who achieves a grade point average of less than 3.0 in any semester or term will be placed on Academic Warning. A student can be removed from that status by achieving a 3.0 cumulative average by the end of the next six (6) hours of enrollment. Failure to resolve academic warning will result in dismissal.

Full-Time Students

A DNP student who achieves a grade point average of less than 3.0 in any semester or term will be placed on Academic Warning. A student can be removed from that status by achieving a 3.0 cumulative average by the end of the next six (6) hours of enrollment. If the student should fail to do so, further enrollment will be granted only by the special recommendation of the chair of the department concerned and with the permission of the dean of the school/college in which the student is enrolled.

Part-Time Students

DNP students enrolled for less than a full load will be placed on Academic Warning when their accumulated part-time course load totals at least six (6) hours and falls below a 3.0 cumulative grade point average. A student can be removed from that status by achieving a 3.0 cumulative average by the end of the next six (6) hours of enrollment. If the student should fail to do so, further enrollment will be granted only by the special recommendation of the chair of the department concerned and with the permission of the dean of the school/college in which the student is enrolled.

Courses of Instruction

NDNP 81113 Complexity and Innovation in Health Care. The purpose of this course is to examine complexity and innovation as they related to healthcare systems, healthcare delivery and population health. Areas of focus are systems, organizations, health disparities and ethical decision making. The course provides a broad foundation from which to approach resolution of complex clinical situations and improve practice environments.

NDNP 81123 Biostatistics for the Advanced Health Practitioner. Provides a comprehensive overview of frequently used descriptive and inferential biostatistical methods. The course includes application of the theories of measurement and statistical inference which contribute to better clinical decisions and improved outcomes. Conceptual understanding, rather than computational ability, is the focus of the course. Development of an adequate vocabulary, an examination of fundamental principles, and a survey of widely used procedures or tools to extract information from data will form a basis for fruitful collaboration with a professional biostatistician, when appropriate.

NDNP 81233 Decision Science and Informatics. Prerequisites: NDNP 81113 and 81123. This course focuses on the methods and applications of decision analysis in healthcare practice, information technology, and resource allocation.

NDNP 81243 Translational Research. Prerequisites: NDNP 81113 and 81123. This course is designed to prepare the clinician to demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence based on care to improve patient outcomes.

NDNP 81353 Healthcare Policy and Politics. Prerequisites: NDNP 81113, 81123, 81233, and 81243. Examines the current and future dilemmas of the healthcare system and how health plans, healthcare professionals, policymakers, and consumer groups can work together to find innovative solutions. Explores role of health politics in the work place, organization, government, and community with emphasis on involvement and advocacy.

NDNP 81363 Emerging Sciences for Advanced Practice. Prerequisites: NDNP 81113, 81123, 81233, and 81243. This course provides a comprehensive overview of current and developing scientific and technological advances in the area of healthcare. The course will explore the role of the advanced practice nurse in these new and upcoming advances and how they could be incorporated into current and future care of the complex client.

NDNP 82183 Advanced Clinical Practicum I. Prerequisites: NDNP 81113, 81123, 81233, 81243, 81353, 81363 (all didactic courses.) This course provides leadership experiences in a healthcare setting commensurate with the student's advanced practice area. It provides an opportunity for students to further synthesize learning gained through the program, effectively incorporating new knowledge and skills to expand his/her advanced practice.

NDNP 82283 Advanced Clinical Practicum II. Prerequisites: NDNP 82183. This practicum is a continuation of the first Advanced Clinical Practicum course. Leadership experiences are focused on exploration and identification of innovative, solutions for complex healthcare issues, practices, programs or populations.

NDNP 88080 Advanced Clinical Project. Prerequisites: NDNP 81113, 81123, 81233, 81243, 81353, 81363. This course emphasizes the synthesis, critique, and application of learning gained in the program to support quality clinical practice and organizational systems. The DNP candidate, in consultation with their academic Chair, proposes a project that begins with a thorough and scientific evaluation of a current healthcare issue requested by an approved healthcare entity. Following approval of the proposal by the academic Chair and project committee, the DNP candidate will complete the doctoral project within two academic years as evidenced by the rendering of recommendation(s) or design of an innovative clinical practice or program solving an actual healthcare issue.

Communication Sciences and Disorders

Courses of Instruction

Overview

Master of Science degree available in Speech-Language Pathology. The Master's degree program is accredited by the ASHA Council on Academic Accreditation.

Speech-Language Pathology

Prerequisites: Bachelor's degree, including at least 24 hours in approved speech-language pathology courses.

Students must select course distributions that will allow for the completion of academic and clinical requirements for the ASHA, CCC-SLP. While the student must enroll for clinical practicum each semester, no more than 6 semester hours credit may be used to satisfy degree requirements. A minimum of 375 clock hours of clinical practice, 325 hours of which must be on the graduate level, is required.

Plan I: Minimum of 30 approved hours, including COSD 70323, 21 hours in speech-language pathology and 6 hours of thesis. A final comprehensive examination based on the thesis is required.

Plan II: Minimum of 36 approved hours, including COSD 70323, 27 hours in speech-language pathology and 6 hours selected with the advice of the major professor. A final comprehensive examination consisting of both written and oral portions is required.

NOTE: The Department of Communication Sciences and Disorders offers an emphasis in bilingual speech language pathology with a focus in English and Spanish. The American Speech Language and Hearing Association states "speech-language pathologists or audiologists who present themselves as bilingual for the purposes of providing clinical services must be able to speak their primary language and to speak (or sign) at least one other language with native or near-native proficiency in lexicon (vocabulary), semantics (meaning), phonology (pronunciation), morphology/syntax (grammar), and pragmatics (uses) during clinical management." The following admissions practices have been implemented to insure that students enrolled in the bilingual program demonstrate near-native proficiency in Spanish and English:

Students indicate interest in the bilingual program on the application to the COSD graduate program. Bilingual applicants are contacted by telephone by a bilingual faculty member who conducts an informal interview to assess verbal fluency in both languages. At this time, each student is asked to submit an essay in his/her second language.

Verbal and written language skills are evaluated by at least one bilingual faculty member. Students must demonstrate adequate proficiency in both languages to be considered for admission to the bilingual program. Students who do not meet the proficiency requirements will be considered for admission to COSD but not as participants in the bilingual emphasis.

(1) American Speech-Language-Hearing Association. (1989). Bilingual Speech-Language Pathologists and Audiologists: Definition. Available from www.asha.org/policy.

IMPORTANT: Within 30 days prior to enrolling in the graduate program, each student will be required to present satisfactory evidence of acceptable results from a criminal background check arranged by the Department of Communication Sciences and Disorders.

The following is a complete list of courses offered by this department. Go to Class Search to see which courses are being taught this semester.

Courses of Instruction

COSD 50300 Clinical Practicum in Speech-Language Pathology II. Prerequisite: COSD 40300, and a cumulative TCU gpa of 2.5 or higher. Student must be recommended for enrollment by COSD faculty. A minimum of two semesters required for undergraduate students. A maximum of three semesters is allowed. Graduate students with less than 30 clinical hours will be considered for enrollment in COSD 50300. Supervised clinical experience in management of the most common speech and language disorders.

COSD 50323 Counseling Special Populations and Their Families. Prerequisite: Senior or graduate standing. Theories, principles and practices in counseling special populations and their families with a focus on the communicatively impaired. Appropriate counseling strategies and techniques are explored with practical application experiences included.

COSD 50343 Advanced Aural Rehabilitation. Prerequisite: Senior or graduate standing and COSD 30343 and 30363 or permission of instructor. Theories of assessment and intervention in identification and aural rehabilitation of hearing-impaired and deaf children and adults. Includes methods of evaluation and training in the areas of audition, amplification, speech, language, speech-reading, assistive listening devices, cochlear implants, and communication modes and strategies.

COSD 50350 Clinical Practicum in Audiology. Prerequisites: Senior or graduate standing. Students must be recommended for enrollment by the Communication Disorders CD faculty. Such recommendations are based on the student's: 1) performance in COSD coursework with a grade of "C" or better expected in all COSD courses; and 2) previous clinical experience and performance with students expected to complete two semesters of COSD 40300 with a grade of "C" or better. A laboratory course in basic audiological testing techniques involving assessments and evaluation of the hearing function. 1-3 semester hours.

COSD 50353 Psycholinguistics. Prerequisite: Senior or graduate standing. Phonetics or permission of instructor.

An introduction to the history, scope, problems, and present state of the psychology of language. Includes survey of theories and methods of investigation of several disciplines concerned with the scientific studies of language.

COSD 50363 Seminar on Stuttering. Prerequisite: Senior (with permission of instructor) or graduate standing. A study of fluency development and breakdown in children and adults. Descriptions and development of speech fluency, onset and development of stuttering, characteristics of stuttering and people who stutter, and theories of stuttering are reviewed.

COSD 50373 Medical Aspects of Speech-Language Pathology. Prerequisite: Senior or graduate level standing in speech-language pathology or permission of instructor. A study of the medical and biophysical bases of communication disorders and the relevant medical management of such issues as part of the total treatment program.

COSD 50383 Seminar on Voice Disorders. Prerequisite: Senior (with permission of instructor) or graduate standing. A study of theories, classification systems and etiologies, with emphasis on respiration, phonation, resonance and articulation factors as they relate to disorders of voice.

COSD 50393 Basic Evaluative Instruments for Language Disorders. Theory, administration and interpretation of basic evaluative instruments and indications for therapy.

COSD 50970 Directed Studies in Communication Disorders. Prerequisites: Senior or graduate standing; permission of instructor. Directed study focusing on specialized topic in communication sciences and disorders. (1-6 semester hours, 3 hours maximum per semester.)

COSD 60233 Speech, Language, and Cognition in Adult Bilinguals. Prerequisites: Graduate standing in speech-language pathology and consent of instructor. Study of literature in neurolinguistics, psycholinguistics and sociolinguistic aspects of bilingualism in adulthood. Includes current practices in the assessment and treatment of communication disorders in non-English speaking and bilingual adults.

COSD 60273 Assessment and Treatment of Communication Disorders in Bilingual Children. Prerequisites: Graduate standing in speech-language pathology and consent of instructor. Study of bilingual speech and language development, societal and individual influences on bilingualism, and current practices in the assessment and treatment of communication disorders in non-English speaking and bilingual children.

COSD 60300 Practicum in Speech-Language Pathology. Prerequisites: Graduate standing in speech-language pathology and permission of instructor. Advanced clinical practice and evaluation of speech and language disorders. One semester hour required for each semester a student performs clinical practice up to six hours.

COSD 60313 Motor Speech Disorders. Prerequisites: Graduate standing in speech-language pathology. A study of the effects of neuropathology on motor speech performance skills. Etiology, symptomatology, evaluation, and treatment of motor speech disorders in children and adults are examined.

COSD 60323 Evaluation and Diagnosis. Prerequisites: Graduate standing in speech-language pathology and permission of instructor. A study of the theory, and some participation and observation of diagnostic teams working with speech and language problems.

COSD 60343 Advanced Language Disorders in Children. Prerequisites: Graduate standing in speech pathology and permission of instructor. Principles in the assessment and treatment of language disorders in infants, preschoolers, school-aged and adolescents.

COSD 60353 Sociolinguistics. Prerequisite: Graduate standing and consent of instructor. Study of social use of language by ethnically and culturally different individuals who speak a different language or dialect. Special emphasis will be given to the Mexican-American in the Southwest.

COSD 60363 Orofacial Pathologies/AAC. Prerequisite: COSD 30303 or permission of instructor. This two-part course includes study of the pathology of structure and function of the speech mechanism as related to cleft palate followed by a study of the use of augmentative and alternative technology for individuals with severe communication disorders.

COSD 60383 Advanced Study of Language and Language Development. Intensive study and analysis of language in normal children at various developmental levels.

COSD 60390 Seminar on Communication Disorders. In depth study of a communication disorder. Seminar content may vary and may include such topics as dysphagia, organic disorders in children, assessment and treatment of voice disorders, and assessment and treatment of articulation disorders. Three hour maximum per semester.

COSD 60393 Adult Neurolinguistic Disorders. Prerequisites: Graduate standing in speech-language pathology. A study of the effects of neuropathology on the language skills of adults. Etiology, symptomatology, evaluation, and treatment of adult neurogenic language disorders including aphasia, dementia, right CVA, and traumatic brain injury are examined.

COSD 60970 Directed Studies in Communication Disorders. Prerequisites: Permission of instructor. Advanced study of specialized topic in communication sciences and disorders.

COSD 70313 Assessment and Treatment of Stuttering. Prerequisites: COSD 50363; senior or graduate standing. A study of the assessment and treatment of stuttering in preschool, school-aged, and adults who stutter. Assessment issues including behavioral and attitudinal analyses are reviewed. Differential treatment is discussed in terms of current therapies.

COSD 70323 Research in Communication Sciences and Disorders. A review of research design and evaluation in communication sciences and disorders. Emphasis on improved skills in both consuming and producing research in the fields of speech science, speech-language pathology and audiology.

COSD 70343 Dysphagia. Prerequisites: COSD 60313 and 60393; or permission of instructor. This course examines the etiology, symptomatology, evaluation, and treatment of swallowing disorders.

COSD 70980 Thesis. Thesis

COSD 70990 Thesis. Thesis

Kinesiology

[Courses of Instruction](#)

Overview

Major in Kinesiology

The mission of the graduate program in Kinesiology is to provide students the opportunity to gain an in-depth understanding of the theoretical basis of human movement. Students are able to specialize in one of the sub-disciplines within kinesiology; however, the departmental core curriculum also gives students a cross-disciplinary exposure to the study of human movement. Along with classroom studies, involvement in original laboratory research constitutes a major means by which students gain a broad understanding of their specialty area. At the completion of the Master's degree students should be able to: (1) provide strategies for solving both practical problems and research questions within the disciplines; and (2) integrate movement-based principles into a variety of activities taking place in laboratory, educational, clinical, and athletic settings.

Prerequisites include a Bachelor of Science or Bachelor of Arts degree with a 24-hour concentration in kinesiology or its equivalent from an accredited college or university. All applicants are required to take the Graduate Record Examination (GRE).

Academic Warning and Grade Point Average Graduation Requirements

Kinesiology graduate students must maintain a grade-point-average of at least 3.0. A graduate student who achieves a cumulative grade point average of less than 3.0 at any point in their program will be placed on Academic Warning. A student can be removed from that status by achieving a 3.0 cumulative average by the end of the next nine hours of enrollment. Failure to resolve academic warning will result in dismissal. No student will be allowed to graduate with less than a 3.0 cumulative grade point average. All grades will be included in the computation of the grade-point average, but no more than six hours of a minimum of $\geq C+\geq$ may be utilized in satisfying degree requirements.

Academic Areas of Emphasis

Exercise Physiology, Motor Control, Nutrition, Physical Activity and Chronic Disease, and Sport Psychology. Course requirements for the Master of Science degree in Kinesiology with the thesis or non-thesis program of studies are as follows:

Thesis Option

Professional Development (6 semester hours)

KINE 60103 Research Methods in Kinesiology
PSYC 50423 Graduate Statistics

Academic Core (9 semester hours)

KINE 60213 Advanced Biomechanics
KINE 60423 Advanced Motor Behavior
KINE 60613 Physiology of Exercise

Academic Specialization (9-12 semester hours)

Academic courses that emphasize specific concentrations such as adapted physical activity, exercise physiology, motor control, or sport psychology.

Resource Area (3-6 semester hours)

Courses in related areas determined after a review of student preparation and goals. Must have approval of advisor.

Thesis (6 semester hours)

Treatise Option

Professional Development (3 semester hours)

KINE 60103 Research Methods in Kinesiology

Academic Core (9 semester hours)

KINE 60213 Advanced Biomechanics
KINE 60423 Advanced Motor Behavior
KINE 60613 Physiology of Exercise

Academic Specialization (9-12 semester hours)

Academic courses that emphasize specific concentrations such as adapted physical activity, exercise physiology, motor control, or sport psychology.

Resource Area (9-12 semester hours)

Courses in related areas determined after a review of student preparation and goals. Must have approval of advisor.

Treatise (3 semester hours)

Courses of Instruction

KINE 50970 Special Topics in Kinesiology. Prerequisite: Approval of adviser and course instructor.

KINE 60103 Research Methods in Kinesiology. Emphasis is on the design and analysis of research projects and the writing of research papers.

KINE 60203 Advanced Motor Development. Prerequisite: KINE 30423 or consent of the department. Study of how and why the fundamental motor skills progress from inefficient to efficient patterns of movement. Emphasis on the interacting influence of mechanics, control and coordination on naturally developing systems.

KINE 60213 Advanced Biomechanics. Investigation of mechanical principles primary to understanding human movement performance. Special emphasis on application of mechanics to the analysis of human performance.

KINE 60423 Advanced Motor Behavior. Prerequisite: KINE 20503 or consent of the department. An in-depth study of the mechanisms and processes involved in the control of human motor activity. Focus on contemporary issues of motor control.

KINE 60433 Curriculum Development in Physical Education. Prerequisite: KINE 20403 or KINE 40513 or consent of the department. Theories and trends of curriculum construction in physical education. Emphasis on innovative programming in K-12 setting.

KINE 60443 Behavior analysis in Sport and Physical Education. The application of behavioral principles and systematic observation procedures and research to teaching physical education and coaching athletes.

KINE 60503 Physical Activity for Individuals with Disabilities. In-depth examination of the conceptual framework of adapting for individual differences in activity settings. The impact of inclusion, the Americans with Disabilities Act, and sport classification in fitness, recreation, and school physical activity settings will be discussed. Emphasis on practical application of knowledge.

KINE 60513 Practicum in Adapted Physical Activity. Hands-on practical experiences in a physical education/community based sports setting with a variety of individuals with disabilities. Activities will include assisting, teaching and supervising physical education and exercise classes, assessing present needs, developing and implementing an individualized program, teaching individuals as well as small and medium-sized groups, videotaping and observing teaching behaviors, learning to utilize volunteers and aides.

KINE 60523 Assessment and Programming in Adapted Physical Activity. Diagnostic-prescriptive process in adapted physical activity; identifying underlying components of various psychomotor assessment instruments; administering and interpreting assessments; developing appropriate programming strategies based on assessment results; and service delivery options for carrying out programming plans.

KINE 60613 Physiology of Exercise. Study of physiological responses and adaptations in physical activity germane to selected areas of physical education that are beyond the introductory level.

KINE 60623 Cardiopulmonary Physiology. Examination of the responses of the cardiovascular system to acute and chronic exercise. Emphasis on the effects of exercise on cardiac metabolism, hemodynamics, electrophysiology, pulmonary responses, gas exchange, gas transport, and renal function.

KINE 60633 Laboratory Techniques in Exercise Physiology. Prerequisite: KINE 60613 or consent of the department. Practical and theoretical knowledge of evaluation of physical performance. Emphasis on acquisition and analysis of data for research in exercise physiology.

KINE 60643 Clinical Exercise Testing. Practical and theoretical knowledge of clinical exercise testing. Emphasis on electrocardiography, health appraisal and risk assessment, guidelines and procedures, and pharmacology of cardiac medications.

KINE 60653 Exercise Metabolism and Endocrinology. Emphasis on metabolic and neuroendocrine control of bioenergetic pathways during acute and chronic exercise. Presentation of these areas will serve as the foundation for independent library and laboratory research.

KINE 60663 Practicum in Cardiac Rehabilitation. Practical experience in exercise testing and prescription in individuals with cardiopulmonary disease. Activities will include assisting in clinical exercise tests, conducting health risk appraisals, and developing, implementing, and supervising an individualized exercise program. All of these activities will be performed at a local hospital-based cardiac rehabilitation center.

KINE 60673 Nutrition, Physical Activity and Disease. A study of the roles that nutrition and physical activity play in chronic diseases, with an emphasis on prevention and treatment of chronic diseases by lifestyle modifications.

KINE 60713 Psychosocial Aspects of Sport. Current topics in the psychological aspects of sport are examined in three social contexts: competitive sport, physical education, and exercise settings. Contemporary topics, evaluated in light of selected theoretical positions, include personality, motivation, adherence, communication, expectations, and leadership.

KINE 60723 Psychology of Youth Sport. Prerequisite: KINE 60723 or consent of the department. The focus of this course is on theoretical and practical knowledge of contemporary issues in youth sport settings. Topics include socialization, motivation, the role of competition, coaching strategies, moral development, and problematic dimensions of youth sport participation. Students will be required to pursue a practical youth sport experience in conjunction with class projects.

KINE 60733 Applied Sport Psychology. Theoretical and practical knowledge of contemporary issues in applied sport psychology. Topics include confidence, arousal, stress, and anxiety, mental imagery, attentional control, goal setting, psychological rehabilitation, and career termination. Laboratory experiences will accompany each topical area.

KINE 60743 Practicum in Sport Psychology. Prerequisite: KINE 60733 or consent of the department. The course consists of practical experience in sport psychology interventions and consulting. Activities will include assisting in the administration of psychological assessment, creating and administering team discussions, performance enhancement interventions, and evaluation of program effectiveness. All of these activities will be performed in an athletic environment with a high school, college, or private team or individual sport setting.

KINE 60970 Workshop in Health and Physical Education. Prerequisite: Approval of advisor and course instructor.

KINE 70903 Treatise. Independent examination of an issues relative to Kinesiology. Students complete a paper under the advisement of a faculty member in the department.

KINE 70970 Special Problems in Kinesiology. Prerequisite: Approval of adviser and course instructor.

KINE 70980 Thesis. Prerequisite: Admission to candidacy.

KINE 70990 Thesis. Thesis

College of Science & Engineering

Overview

The College of Science and Engineering includes these nine departments: Biology, Chemistry, Computer Science, Engineering, Geology, Mathematics, Nutritional Sciences, Physics and Astronomy, and Psychology. The College offers graduate study for Master's and Doctoral degrees in several areas. Master of Arts degrees are available in Biology, Chemistry, Physics and Astronomy, and Psychology. Master of Science degrees are offered in Biology, Chemistry, Environmental Science, Geology, Physics and Astronomy, and Psychology. A Master of Arts in Teaching degree is available in Mathematics. The Ph.D. degree is available in Chemistry, Physics and Astronomy, and Psychology.

Program descriptions and information concerning admission and degree requirements for each program are presented in their departmental and program listings. To see information and to apply on-line, visit the college website at www.cse.tcu.edu/Adminfo.html. Written requests for information, application forms, and completed applications for admission to graduate programs of the college may be submitted to:

College of Science and Engineering
Attention: Graduate Studies
TCU Box 298960
Fort Worth, TX 76129
USA

Administrative offices for the College of Science and Engineering are located on the 1st floor of the Tucker Technology Building (suite 102). Tucker also houses departmental offices of Computer Science, Engineering, and Mathematics. Chemistry, Environmental Sciences, Geology, and Physics and Astronomy are located in the Sid W. Richardson Building. Departmental offices for Biology and Psychology are in Winton-Scott Hall. Nutritional Sciences is in the Annie Richardson Bass Building.

Biology

[M.A. Degree Requirements](#)

[M.S. Degree Requirements](#)

[Courses of Instruction](#)

Overview

Available on Master of Arts or Master of Science degrees. Students who have majored in other disciplines may be admitted if undergraduate deficiencies can be removed within a reasonable length of time.

Prerequisites for the M.A. and M.S. degrees: Bachelor's degree in Biology or equivalent; General Chemistry; Math through Calculus or Statistics.

M.A. Degree Requirements

Thirty-six hours of graduate coursework including: Research in the Biological Sciences (BIOL 60011), Scientific Presentation (BIOL 60001), 1 hour seminar in Biology (BIOL 60910) or Environmental Science, 21 additional hours in Biology (minimum); 12 hours approved electives. Limit of 3 hours of assigned problems unless approved by graduate committee or department chair.

M.S. Degree Requirements

Thirty approved graduate hours including: Research in the Biological Sciences (BIOL 60011), Scientific Presentation (BIOL 60001), 1 hour seminar in Biology (BIOL 60910) or Environmental Science, 12 additional hours in Biology (minimum), 6 hours thesis, 9 hours of approved electives. Limit of 3 hours of assigned problems unless approved by graduate committee or department chair.

Courses of Instruction

BIOL 50103 Terrestrial Ecosystems. Three hours lecture per week. Prerequisite: BIOL 30403 or permission of instructor. Concepts, principles, and mechanisms of the function of terrestrial ecosystems, including ecophysiology of component species, nutrient cycling, energy flow, ecosystem stability and global ecology.

BIOL 50133 Biochemistry. Prerequisite: CHEM 30133, 40113 or permission of the instructor. Three lecture hours per week. A general survey of structure and function of biologically important compounds with methods of analysis. (Offered as BIOL or CHEM credit.)

BIOL 50143 Biochemistry. Prerequisite: CHEM or BIOL 50133. Biosynthesis, replication of DNA, synthesis and processing of RNA and proteins, and special topics e.g. brain and muscle functions, hormones and signal transduction, cancer, development, etc. (Offered as BIOL or CHEM credit.)

BIOL 50246 Biodiversity. Prerequisites: Two semesters of college-level biology courses. This course introduces skills to describe and study the diversity of life. It is immersion, field-intensive instruction. General concepts include patterns of global biodiversity, biogeography of the Southern Plains, conservation biology, pressures on biodiversity, and national/international biodiversity protection efforts and policies. Field skill instruction starts with context description, emphasizing vegetation structure, followed by plant community description. Subsequent modules focus on inventorying animal communities, starting with insects and continuing with freshwater invertebrates, fish, amphibians, reptiles, birds and mammals. The field skill component of the course concludes with a week-long exercise in habitats outside of north-central Texas. Biodiversity information management is learned by developing a relational database coupled with a local Geographic Information System.

BIOL 50303 Evolution. Three hours lecture per week. Prerequisite: BIOL 10504 and 10514. Concepts and principles of organic evolution. Topics include natural selection, adaptation, quantitative genetics, sexual selection, kin selection, life history characters, speciation, and phylogeny.

BIOL 50324 Techniques in Cell and Molecular Biology. Three hours of lecture and one 3-hour laboratory per week. Prerequisite: Concurrent enrollment in BIOL or CHEM 50133 or equivalent and permission of instructor. Survey of techniques central to molecular and cellular biology, including centrifugation, chromatography, electrophoresis, spectrophotometry and radioisotopes.

BIOL 50463 Functional Neuroanatomy. Prerequisite: Graduate or senior standing or approval of the instructor. The fundamentals of functional neuroanatomy and neurophysiology with an emphasis on experimental and theoretical analysis of the basic brain behavior relationships. (Offered as BIOL or PSYC credit.)

BIOL 50472 Laboratory in Physiological Psychology and Neuroscience. Prerequisite: PSYC 30463 or its equivalent or PSYC 50653 or its equivalent, or concurrent registration in either PSYC 50436 or PSYC 30463. One lecture and one laboratory per week. Emphasis will be on the laboratory techniques employed in physiological psychology and neuroscience in analyzing the neural and hormonal correlates of behavior (Offered as BIOL or PSYC credit)

BIOL 50482 Laboratory in Physiological Psychology and Neuroscience. Prerequisite: PSYC 30463 or its equivalent or PSYC 50653 or its equivalent, or concurrent registration in either PSYC 50436 or PSYC 30463. One lecture and one laboratory per week. Emphasis will be on the laboratory techniques employed in physiological psychology and neuroscience in analyzing the neural and hormonal correlates of behavior (Offered as BIOL or PSYC credit)

BIOL 50502 Biochemistry Laboratory. Two four-hour laboratory periods per week. Prerequisite: CHEM 50143 or concurrent registration. (Offered as BIOL or CHEM credit.)

BIOL 50703 Ecology of Lakes and Streams. Prerequisite: BIOL 30403 or permission of instructor. Two hours of lecture and one laboratory period per week. Study of the physical, chemical and biological factors affecting the ecology of lakes, ponds and streams.

BIOL 50803 Ecology of Fishes. Prerequisite: BIOL 30403 or permission of instructor. Two hours of lecture and one laboratory period per week. Ecology of fishes, basic techniques of fisheries management.

BIOL 50903 Tropical Biology. Two hours lecture per week, one week of field work in the tropics and a terminal project. Prerequisites: Six semester hours in Biology; travel costs are exclusive of tuition; permission of instructors. This course provides an introduction to the animals, plants, and ecosystems of the New World tropics. Lecture topics will include tropical climate and ecosystems, evolutionary patterns in the tropics, and conservation of biodiversity. The field experience will expose students to coastal ecosystems (coral reefs, mangroves, and seagrass beds) as well as tropical, lowland rainforest.

BIOL 50910 Biology Seminar. 1. The primary goal is to acquaint the student with the preparation and presentation (oral and/or written) of scientific information from the biological literature. May be repeated for credit with different topics to a maximum of 3 times (one semester hour per topic). 2. Acquainting the student with the preparation and presentation (oral and/or written) of scientific information from the biological literature. May be repeated for credit with different topics to a maximum of 3 times. (One semester hour per topic.)

BIOL 60000 The Teaching of Biology. Three to six semester hours. Seminar in methods of teaching Biology and supervised classroom and laboratory teaching. Open to students who are Teaching Assistants or National Science Foundation Trainees.

BIOL 60001 Scientific Presentation. The goal of this course is to acquaint the student with the organization, preparation and effective delivery of scientific seminars. ALL BIOLOGY GRADUATE STUDENTS ARE REQUIRED TO TAKE THIS COURSE.

BIOL 60011 Research in the Biological Sciences. One hour lecture per week introducing students to various aspects of biological research including scientific publication, grantsmanship and research approaches. All Biology graduate students are required to take this course.

BIOL 60123 Electron Microscopy. Prerequisites: Biology 50133, 50143 or permission of instructor. Cell ultrastructure with special emphasis on preparative techniques useful in the study of functional morphology of cells.

BIOL 60223 Medical Bacteriology. Prerequisite: Biology 30303 or equivalent. Nature of virulence, types of pathogenic organisms, epidemiology and disease control.

BIOL 60243 Advanced Immunology. Three hours lecture per week. Prerequisite: Biology 30303 20233, 40253 or approval of instructor. Immunobiology and immunochemistry of the immune response, especially cell mediated reactions. Current literature, techniques and clinical applications.

BIOL 60603 Virology. Prerequisite: Six hours of biochemistry or permission of instructor. Fundamental properties of viruses and contribution of viral studies to molecular biology.

BIOL 60723 Advanced Genetics. Three hours lecture per week. Prerequisite: BIOL 30303, 40123, 50133 or approval of instructor. Examination of research literature dealing with selected topics in genetics. Topics in molecular genetics are most common. May be repeated for credit one time with different topic.

BIOL 60910 Biology Seminar. Prerequisite: BIOL 60001 or permission of instructor. The primary goal is to acquaint the student with areas of study in the biological sciences not covered in detail in other courses.

BIOL 70771 Non-Thesis. Selected when enrolling only for non-thesis examination or preparation for the examination.

BIOL 70950 Assigned Problems in Biology. Limit 3 hours unless approved by graduate committee or department chair. Each of the assigned projects requires a minimum of 50 clock hours of field, laboratory or library work for each semester hour of credit.

BIOL 70980 Thesis. A minimum of 3 hours of 70980 Thesis is required.

BIOL 70990 Thesis. Prerequisite: 70980 and admission to candidacy. A minimum of 3 hours of 70990 Thesis is required.

Chemistry

[M. A. and M. S. Degree Requirements](#)

[Ph.D. Degree Requirements](#)

[Courses of Instruction](#)

Overview

Available on the Master of Arts, Master of Science and Doctor of Philosophy Degrees.

Prerequisites for the M.A. or M.S. Degree: A baccalaureate degree in Chemistry from an approved college or university with an academic record meeting the standards established by the University. Students who have majored in related areas will be considered if it is believed that the relevant undergraduate chemistry background can be acquired during the first year of graduate study.

Prerequisites for the Ph.D. Degree: A baccalaureate degree in Chemistry from an approved college or university with an academic record meeting the standards established by the University. Students who have majored in related areas will be considered if it is believed that the relevant undergraduate chemistry background can be acquired during the first year of graduate study.

General Requirements: All graduate students must satisfy the core course requirements in three out of four areas of chemistry. This may be accomplished through placement examination or coursework. Courses are selected from the following: Biochemistry (CHEM 50133), Organic Chemistry (CHEM 50223), Physical Chemistry (CHEM 50282 and 50290), and Inorganic Chemistry (CHEM 50163). A student may satisfy the requirement by making a grade of "B" or better in the appropriate course or by successfully passing examinations in the fields. The examinations are at the level expected for an ACS-certified B. S. degree. Normally, these examinations are given during the week prior to the beginning of the fall and spring semesters. A student may take a given examination no more than twice. All graduate students must satisfy the requirements in two areas within the first 12 months and all three requirements by the end of the second year. The progress of each graduate student is evaluated at the end of each semester. All students are to participate in a departmental seminar program.

All graduate students are required to satisfactorily complete a course in laboratory safety.

The *Graduate Record Examination* (GRE) must be taken by all entering graduate students. Normally, a student must submit the results of the exam to the Chemistry Department before being admitted. In all cases the examination must be taken before the end of the student's first semester residence in the program.

The time required for part-time students to meet requirements may be modified upon recommendation of a committee composed of the chair and two faculty advisers.

M. A. and M. S. Degree Requirements

M. S. (thesis option): A total of at least 30 approved hours including at least 15 in chemistry and 6 in thesis. Each student will defend his/her thesis in an oral examination.

M. A. (non-thesis option): A total of 36 approved hours including at least 24 in chemistry with no more than 6 hours of credit in CHEM 50120, 50230, 60110, 60240, 60260, 60270 and 60280 combined. Each student is also required to pass an oral examination based upon the chosen program of study.

The teaching experience is considered an important part of the graduate training program. Each student is required to participate in a minimum of two but usually no more than four semesters of teaching.

Ph.D. Degree Requirements

The Ph.D. Degree program in chemistry is comprised of the following components.

1. *Lecture courses* to provide the student with extensive depth and breadth of knowledge in major areas of chemistry.
2. *A seminar program* designed to supplement the traditional course program with presentations given both by visiting scholars and by TCU students and faculty. Graduate students are required to present one departmental seminar on a topic selected from the current literature but not related to their own research. This is normally given in the third semester and a second seminar describing the student's Ph.D. work is given in the last semester in residence.
3. *A cumulative examination program* designed to inform the faculty of the student's knowledge and ability in the chosen field and to guide the student in his or her own development. These examinations are given four times per semester during the academic year in the areas of inorganic, organic, physical chemistry and biochemistry. In general, they are based on advanced course work and/or the current chemical literature. A student is expected to begin taking cumulative examinations no later than the beginning of the third semester. Once the cumulative examinations are begun, the student should normally pass three during the first three semesters and must pass a total of five within four semesters. Part-time students should consult with their faculty adviser concerning time limitations associated with the cumulative examinations.
4. *An original research proposal* covering a feasible research plan within their area of interest but outside their current research efforts. The proposal is to be evaluated by a given student's supervisory committee on a pass/fail basis, defended in oral presentation before the supervisory committee, and should be completed by the beginning of the second regular semester following completion of the cumulative exams. Upon completion of the proposal defense, a student is formally admitted to candidacy for the Ph.D. degree. Admission to candidacy must occur at least one full semester before graduation.

5. *A teaching experience* that is considered an important part of the graduate training program. Each student is

required to participate in four semesters of teaching, normally as an assistant in an undergraduate laboratory course. During these semesters the student will enroll in CHEM 50120.

6. A *dissertation* that is based upon the successful completion of an original research project. Each student will defend the dissertation in an oral examination before the student's supervisory committee.

Courses of Instruction

CHEM 50001 Laboratory Safety. Required of all graduate students in chemistry, this course deals with the safe handling of chemicals, the inventory and safe disposal of chemicals, safe handling of radioactive materials and lasers as well as details of federal, state and city regulations that apply to safety in academic and industrial laboratories. The course is also required of students who will be handling radioactive materials and is highly recommended for all other graduate students in the physical sciences.

CHEM 50111 Laboratory Glassblowing. One 4-hour laboratory period per week. An introduction to the preparation of laboratory research equipment constructed of sodium and borosilicate glass.

CHEM 50120 Teaching of Chemistry. Prerequisite: Permission of the instructor. Members of this class act as Chemistry laboratory assistants. Techniques of laboratory instruction are illustrated and the importance of laboratory safety is stressed. 1-3 semester hours.

CHEM 50133 Biochemistry. Prerequisite: CHEM 30133, 40113 or permission of the instructor. Three lecture hours per week. A general survey of structure and function of biologically important compounds with methods of analysis. (Offered as BIOL or CHEM credit.)

CHEM 50143 Biochemistry. Prerequisite: CHEM or BIOL 50133. Biosynthesis, replication of DNA, synthesis and processing of RNA and proteins, and special topics e.g. brain and muscle functions, hormones and signal transduction, cancer, development, etc. (Offered as BIOL or CHEM credit.)

CHEM 50162 Advanced Inorganic Chemistry Laboratory. One hour lecture and one 4-hour laboratory per week. Prerequisite: CHEM 50163 or concurrent registration. The laboratory emphasizes the synthesis, characterization and transformations of inorganic species.

CHEM 50163 Advanced Inorganic Chemistry. Three hours lecture per week. Prerequisite: CHEM 40123 or permission of the instructor. A survey of topics in modern inorganic chemistry with emphasis on synthesis, bonding and the mechanisms of reactions.

CHEM 50182 Biophysical Chemistry Laboratory. Two 4-hour laboratory periods per week. Prerequisite: Prior or concurrent registration in CHEM 50183. Physical chemical principles applied to biochemical systems.

CHEM 50183 Biophysical Chemistry. Three hours of lecture per week. Prerequisite: CHEM 40113 and prior or concurrent registration in CHEM 50143. Biological systems are discussed from the viewpoint of physical chemical theories and methods.

CHEM 50223 Advanced Organic Chemistry. Three hours lecture per week. Prerequisite: Chemistry 30132, 30133 or permission of instructor. A detailed study of stereochemistry, important organic reactions and mechanisms, organic syntheses and fundamentals of synthetic design.

CHEM 50230 Special Problems in Chemistry. Advanced work in biochemistry, inorganic, organic and physical chemistry to be determined by the previous preparation and interests of the individual student.

CHEM 50263 Physical-Organic Chemistry. Three hours lecture per week. Prerequisite: CHEM 30133 and prior or concurrent registration in CHEM 40123. An introduction to modern structural theory and reaction mechanism. Includes a discussion of physical methods.

CHEM 50273 Inorganic Reactions. Three hours of lecture per week. Prerequisite: CHEM 50163 or permission of the instructor. An advanced study of the preparative and derivative chemistry of important classes of transition metal and main group element compounds.

CHEM 50282 Advanced Physical Chemistry. Two hours lecture per week. Prerequisite: Chemistry 40123. An introduction to Quantum Chemistry and Statistical Thermodynamics is presented. Continuation of Chemistry 40113-40123.

CHEM 50290 Chemical Thermodynamics. Prerequisite: Chemistry 40113 or permission of instructor. An introduction to the applications of thermodynamics in chemistry. 1-3 hours of variable credit

CHEM 50303 Chemical Kinetics. Three lecture hours per week. Prerequisite: CHEM 40123. Phenomenological and theoretical aspects of the subject are stressed. Emphasis is placed on the study of rates of reaction as a means of elucidating reaction mechanisms. The study of specific gas phase and solution reactions is undertaken to illustrate basic theoretical principles as well as to distinguish molecular, ionic and free radical pathways, applications of isotope effects, activation parameters, medium effects and linear free-energy relationships are considered. Selected topics in conventional and enzyme catalysis are discussed.

CHEM 50502 Biochemistry Laboratory. Two four-hour laboratory periods per week. Prerequisite: CHEM 50143 or concurrent registration. (Offered as BIOL or CHEM credit.)

CHEM 50783 Environmental Chemistry. Prerequisites: CHEM 10114-10124 or permission of the instructor. Three hours of lecture per week. Chemistry of water, soil, energy, and air as related to environmental problems. Subjects include: nutrients and eutrophication, fluorocarbons, sulfur and nitrogen oxides, Eh-pH relationship, natural carbonate reactions, and cation exchange phenomena. Cross listed with GEOL 50783.

CHEM 50993 Neurochemistry. Three lecture hours per week. Prerequisite: CHEM 50133 or permission of instructor. The elucidation of biomedical phenomena that subserve the characteristic activity of the nervous system or are associated with neurological diseases.

CHEM 60110 Seminar. Chemistry seminar.

CHEM 60120 Special Topics in Inorganic Chemistry. Prerequisite: CHEM 50163 or permission of instructor.

Significant advances in inorganic chemistry with emphasis upon material taken from recent literature. The subject matter will be fitted to the needs and interests of the class.

CHEM 60123 Chemistry of Heterocyclic Compounds. Prerequisite: CHEM 50223 or equivalent. The synthesis and reactions of the principle heterocyclic systems, including some related natural products.

CHEM 60130 Special Topics in Biochemistry. Prerequisite: CHEM 50143. Specialized aspects and new developments in the field.

CHEM 60140 Special Topics in Organic Chemistry. Prerequisite: Chemistry 50223 or equivalent. Recent advances in theoretical and synthetic organic chemistry. Highly specialized areas of organic chemistry may be taken up according to the needs of the class.

CHEM 60150 Special Topics in Physical Chemistry. Prerequisite: Permission of the instructor. Topics of current interest in physical chemistry. The subject matter will be selected to meet the needs and interests of the class.

CHEM 60240 Graduate Research in Inorganic Chemistry. Graduate research in inorganic chemistry.

CHEM 60260 Graduate Research in Organic Chemistry. Graduate research in organic chemistry.

CHEM 60270 Graduate Research in Physical Chemistry. Graduate research in physical chemistry.

CHEM 60280 Graduate Research in Biochemistry. Graduate research in biochemistry.

CHEM 60313 Quantum Chemistry. Prerequisite: CHEM 50282, Differential Equations is recommended. A brief review of the physical and historical background of quantum theory. The mathematical formalism along with some exactly solvable problems. Considerable time is spent on the approximate methods which are most applicable to chemical systems and allow a qualitative understanding of delocalization energies, spectra and chemical reactivity.

CHEM 60323 Quantum Chemistry. Prerequisite: CHEM 50282, Differential Equations is recommended. A brief review of the physical and historical background of quantum theory. The mathematical formalism along with some exactly solvable problems. Considerable time is spent on the approximate methods which are most applicable to chemical systems and allow a qualitative understanding of delocalization energies, spectra and chemical reactivity.

CHEM 60333 Statistical Mechanics. Prerequisite: CHEM 50290. After a brief mathematical introduction, the equilibrium theory of statistical mechanics is developed and used to interpret the laws of thermodynamics from the molecular standpoint. A detailed study of the relationships between the thermodynamic functions of gases, liquids and solids and their structure on the molecular scale.

CHEM 60500 Seminar in Chemistry of Behavior. Prerequisite: Departmental approval. Weekly discussions of current topics in the Chemistry of Behavior. (Offered as CHEM or PSYC credit.)

CHEM 70771 Non-Thesis. Selected when enrolling only for non-thesis examination or preparation for the examination.

CHEM 70980 Thesis. A minimum of 3 hours of 70980 Thesis is required.

CHEM 70990 Thesis. Prerequisite: 70980 and admission to candidacy. A minimum of 3 hours of 70990 Thesis is required.

CHEM 90000 Postdoctoral Research. Postdoctoral Research.

CHEM 90980 Dissertation. Prerequisite: Permission of the Chair of the Department. A minimum of 6 hours of 90980 Dissertation is required.

CHEM 90990 Dissertation. Prerequisite: 90980 and admission to candidacy. A minimum of 6 hours of 90990 Dissertation is required.

Environmental Science

[M.S. Degree Requirements \(Thesis Program\)](#)

[M.A. Degree Requirements \(Non-Thesis Program\)](#)

[M.E.M. Degree Requirements](#)

[Courses of Instruction](#)

Overview

Available as the Master of Arts, Master of Science, and Master of Environmental Management.

Prerequisites for the M.A. and M.S. degrees: Bachelor's degree with a major in Environmental Science, Biology or Geology (or the equivalent) or a major in one of the other sciences, or engineering, or one of the social sciences. Students with undergraduate preparations different from these will be considered after careful review.

The student must have completed at least one year of biology, one semester of physical geology, one year of chemistry, one semester of calculus, and one semester of introductory statistics. Satisfactory scores on the Graduate Record Examination (GRE) are required.

Prerequisites for the M.E.M.: The Institute accepts students with a variety of undergraduate majors, including the humanities, social sciences, natural sciences, and engineering. However, in order to be adequately prepared for the required coursework, MEM applicants should have completed two semesters in any combination of Biology, Geology, or Chemistry, and one semester of either calculus or introductory statistics; and one semester of upper level ecology. Students lacking some of this preparation may be accepted for admission, but it is expected that deficiencies will be made up prior to entrance by means of formal coursework or other arrangements agreed upon by the applicant and the Director. Acceptable scores on the GRE or GMAT are also required.

Program of Study (POS)

Each student prepares an individual Program of Study (POS) designed specifically for the student's particular background and goals. The POS is prepared in consultation with the student's major professor and the director of the program.

Each student, regardless of the graduate degree selected, is also required to pass an oral examination based upon the chosen program of study.

M.S. Degree Requirements (Thesis Program)

Students pursuing a Master of Science must complete at least **30 semester hours** with a thesis. These semester hours are made up as follows:

Required Courses (4 semester hours)

ENSC 60203 Environmental Issues Seminar (3)

BIOL 60001 Scientific Presentations (1) (if major advisor is BIOL)

or

ENSC 60001 Scientific Presentations (1) (if major advisor is ENSC or GEOL)

Thesis (6 semester hours)

The student, in consultation with a faculty member, should select an appropriate research topic normally at the end of the student's first year of graduate work. At this time the student will present and defend a thesis proposal to the faculty, where they show a grasp of the literature, have a well-defined rationale and set of objectives, a planned methodology, and an appropriate budget. If approved, the student proceeds with his/her research until submission of the thesis as per TCU guidelines. Each student will defend his/her thesis in an oral examination.

Electives (20 semester hours)

The electives are selected in consultation with the student's major professor and the director of the program. At least 15 hours of electives must be ENSC, BIOL or GEOL courses. Students may count 3 hours of Independent Study toward their electives, though further Independent Study hours may be taken with the approval of the director of the program.

M.A. Degree Requirements (Non-Thesis Program)

Students pursuing a Master of Arts by coursework must complete at least **36 semester hours** made up as follows:

Required Courses (4 semester hours)

ENSC 60203 Environmental Issues Seminar (3)

ENSC 60001 Scientific Presentations (1)

Electives (29-32 semester hours)

The electives are selected in consultation with the director of the program. At least 21 hours of electives must be ENSC, BIOL or GEOL courses. As with the thesis program, students may count 3 hours of Independent Study toward their electives (with further hours upon approval by the director of the program). Each student also prepares an individual Program of Study (POS) in consultation with the director of the program.

Internship (0-3 semester hours)

Students may complete an approved internship with a company, government agency, or national laboratory. A maximum of 3 hours may count towards their degree plan through the internship. The purpose of the internship program is to train and equip students for future careers as environmental professionals. It provides the opportunity for students to experience first-hand actual environmental challenges in government, industry, public interest groups and scientific research organizations. The program reaches beyond the campus to provide practical experience individually tailored to each student's academic goals and capabilities. Part-time students who already work in their area of study may fulfill the internship requirement by working on a special project with their current employer. All projects require approval from the program director. At the conclusion of this internship, students must present a

summary of their internship project(s) in both oral and written form.

M.E.M. Degree Requirements

The Master of Environmental Management is a two-year professional degree by coursework. This degree is designed to equip students with the skills needed to bridge the gaps between science, business, and government, and for those individuals who plan to enter or re-enter the workforce upon graduation. The degree plan requires coursework in both the natural sciences and business, with a particular focus on the relationship among science, management, and policy. Students pursuing a Master of Environmental Management must complete at least **36 semester hours** as follows:

Required (Core) Courses (28 semester hours)

The required Core Courses have been developed to account for a full range of physical, biological, societal, legal, and economic principles essential for environmental problem solving. The core courses are generally designed to accommodate varying levels of knowledge.

BIOL 50103 Terrestrial Ecosystems, or BIOL 50703 Ecology of Lakes and Streams, or BIOL 50713 Marine Ecology¹
(3)

GEOL 50493 Physical Hydrology² (3)

ENSC 50773 Environmental Law (3)

ENSC 50703 Environmental Compliance² (3)

ENSC 60001 Scientific Presentations (1)

ENSC 60203 Environmental Issues Seminar (3)

FINA 60013 Management of Financial Resources (3)

ACCT 60010 Accounting (1.5)

ACCT 60020 Financial Reporting (1.5)

MANA 60033 Managing People (3)

MANA 60040 Business Ethics (1.5)

MANA 70610 Essentials of Negotiation (1.5)

¹Students may choose an alternate BIOL course with the approval of the program director.

²Substitutions for these courses will not be allowed unless the student has had an upper level equivalent course and the approval of the program director.

³Students taking ACCT 60010 & 60020 must take a prerequisite online preparatory course. Contact phone: 800 646 3375. Approximate cost is \$40; www.wallstreetprep.com/programs/supplementIcorp.php

Specialization/Electives/Internship (8 semester hours)

In addition to the core courses, which are intended to provide a broad training in the field of environmental management, students choose two electives as part of their MEM degree plan. These electives may be grouped to form a "specialization", either within the sciences or business, but may include courses from other departments on the TCU campus. However no more than 3 additional hours of business courses may be selected (the degree is restricted to a maximum of 15 hour of business courses).

In lieu of three hours of electives, students may choose to complete an internship with a company, government agency, or national laboratory. The purpose of the internship program is to train and equip students for future careers as environmental professionals. It provides the opportunity for students to experience first-hand actual environmental challenges in government, industry, public interest groups and scientific research organizations. The program reaches beyond the campus to provide practical experience individually tailored to each student's academic goals and capabilities. Part-time students who already work in their area of study may fulfill the internship requirement by working on a special project with their current employer. All projects require approval from the program director. At the conclusion of this internship, students must present a summary of their internship project(s) in both oral and written form.

Courses of Instruction

ENSC 50003 Applied Projects Partnership Program. Prerequisites: Must have C or better in at least 9 hours of approved courses in the minor or degree, plus permission of instructor and program advisor. ENSC faculty will identify opportunities for students to partner with local businesses, industry and consulting firms to solve real-world problems and create professional deliverables. Students will be matched with the positions that are available, based on observed talents and the type of experience they seek. This is a student-lead project. ENSC faculty provide oversight and guidance but will NOT manage the project or direct the team.

ENSC 50246 Biodiversity. Prerequisites: Two semesters of college-level biology courses. This course introduces skills to describe and study the diversity of life. It is immersion, field-intensive instruction. General concepts include patterns of global biodiversity, biogeography of the Southern Plains, conservation biology, pressures on biodiversity, and national/international biodiversity protection efforts and policies. Field skill instruction starts with context description, emphasizing vegetation structure, followed by plant community description. Subsequent modules focus on inventorying animal communities, starting with insects and continuing with freshwater invertebrates, fish, amphibians, reptiles, birds and mammals. The field skill component of the course concludes with a week-long exercise in habitats outside of north-central Texas. Biodiversity information management is learned by developing a relational database coupled with a local Geographic Information System.

ENSC 50503 Wetlands Delineation and Management. Prerequisites: major field of study within the College of Science & Engineering, graduate enrollment, or permission of instructor. To develop a working understanding of the wetland delineation process using the 1987 U.S. Army Corps of Engineers Wetland Delineation Manual and regional supplements. Students will be taught how to measure the three parameters required for a jurisdictional wetlands. In addition, students will learn a basic understanding of wetland ecology. At the end of the course students will be able to use the manual to assist in delineating wetlands.

ENSC 50513 Wetlands Restoration. Prerequisite: major field of study within the College of Science and Engineering, graduate enrollment or permission of instructor. To develop a working understanding of stream and wetland riparian ecology, methods to evaluate and categorize streams and wetlands, and methods to restore, enhance and create streams and wetlands. Students will be taught the various methods of stream/wetland

evaluations and categorization and will apply these methods on an actual stream and wetland. Students will evaluate and develop a working plan for stream and wetland restoration. In addition, students will visit various restoration projects in the region.

ENSC 50703 Environmental Compliance. This course is designed to teach the basics of environmental compliance for students seeking a career in either environmental consulting or environmental compliance for industry. At the completion of the course, students will understand the basics of environmental regulatory framework, how environmental regulations interrelate, federal versus state or local regulatory agency authority, basic permitting processes, and the fundamentals of compliance auditing. Students will have the opportunity to apply the knowledge they gain to real-life situations throughout the class.

ENSC 50713 Phase I and Phase II Environmental Site Assessment. Prerequisites: Must be a Science and Engineering major, grad student, or have permission of the instructor. This course is designed to teach the basics of Phase I and Phase II Environmental Site Assessments for students seeking a career in environmental consulting. At the completion of the course, students will understand the basics of performing environmental site assessments, the environmental regulatory framework, and the fundamentals of site investigation. Students will have the opportunity to apply the knowledge they gain to real-life situations throughout the class.

ENSC 50723 Water and Wastewater Technology. Prerequisites: Major field of study within the College of Science & Engineering, graduate enrollment or permission of the instructor. This course is designed to teach the basics of water and wastewater treatment technology, including regulations, for students seeking a career in environmental consulting. At the completion of the course, students will understand the basics of water and wastewater treatment, the regulations affecting water and wastewater treatment and pretreatment programs. Students will have the opportunity to apply the knowledge they gain to real-life situations throughout the class.

ENSC 50733 Hazardous Waste Operations and Emergency Response. Prerequisites: Must be a Science and Engineering major, grad student, or have permission of the instructor. This course is designed to teach the basics of worker protection for those who will work with hazardous substances during clean up operations and emergency response. The course is designed to meet the requirements of OSHA (Occupational Safety and Health Administration) regulations under 29 CFR 1910.120. At the completion of the course, students will understand the basics of hazardous materials/substances, routes of exposure, personal protective equipment, and permissible exposure limits. Students who complete the entire 40 hours of instruction will receive an occupational certification for the 40-hour initial course in accordance with 29 CFR 19101.120.

ENSC 50743 Environmental Impact Statements. Prerequisites: Must be a Science and Engineering major, grad student, or have permission of the instructor. This course is designed to teach the basics of Environmental Impact Statements and the NEPA process for students seeking a career in environmental consulting. At the completion of the course, students will understand the basics of evaluating federally-funded development projects for impacts to the environment. Students will be able to evaluate if the project qualifies for a categorical exclusion, and perform environmental assessment (EA) and environmental impact state (IES). Students will have the opportunity to apply the knowledge they gain to real-life situations throughout the class.

ENSC 50753 Environmental Management Systems. Prerequisites: ENSC 50703 or permission of instructor. This course is designed to provide an overview of environmental management systems (EMS) and how EMS can support environmental improvements at facilities that are subject to environmental regulations. At the completion of the course, students will have an understanding of how an EMS allows an organization to systematically manage its environmental and health safety matters. Students will also understand the state and federal requirements for an EMS and how an EMS compares with ISO14001 certification.

ENSC 50773 Introduction to Environmental Law. Three hours lecture per week. Introduction to and analysis of selected federal statutes regulating environmental degradation and environmental clean-up, including the National Environmental Policy Act and regulation of air quality, water quality, wastes, hazardous and toxic substances and enforcement. (Offered as BIOL or GEOL credit.)

ENSC 50783 Environmental Chemistry. Prerequisites: CHEM 10114-10124 or permission of the instructor. Three hours of lecture per week. Chemistry of water, soil, energy, and air as related to environmental problems. Subjects include: nutrients and eutrophication, fluorocarbons, sulfur and nitrogen oxides, Eh-pH relationships, natural carbonate reactions, and cation exchange phenomena. Cross listed with CHEM 40783.

ENSC 60001 Environmental Presentations. The goal of this course is to acquaint the student with the organization, preparation and effective delivery of scientific seminars.

ENSC 60193 Environmental Stewardship. This course examines the case for environmental stewardship, defined as the need to make informed and responsible decisions with regard to the planet. Students meet in a seminar-type format and cover broad, integrating themes that then serve as a foundation for topics that address more specific environmental problems, such as global warming, deforestation, sustainable development, and energy depletion. The course exposes students to the foundations necessary to enable them to develop their own environmental ethic.

ENSC 60203 Environmental Issues. Prerequisites: Graduate standing or permission of instructor. A graduate-level seminar on environmental issues. The framing of issues and their uses in shaping policy are introduced. About twelve issues are introduced in assigned readings. Each student creates a summary document of the issue, derived from the readings and personal research. Students are expected to arrive at class prepared for questions and discussion. Each student is also expected to summarize an issue using a poster or web portfolio.

ENSC 60503 Environmental Methods and Statistics. This course is a laboratory and field-based course that presents essential general science and specific environmental methods, techniques, and theory. Students are exposed to the basic tools of environmental science - observation and notation, data gathering, using statistics, sampling, lab and field techniques, surveying, and safety. Specific environmental methodologies relating to soil, water, and ecological systems are explained. The course presents a wide cross-disciplinary range of techniques and information.

ENSC 70003 Environmental Internship. Students must spend at least 135 hours in approved practical work experience with an organization or company approved by the program director.

ENSC 70970 Special Problems. Field or laboratory problems for graduate students in various aspects of geology.

Fifty clock hours of laboratory, field or library work for each semester hour of credit.

ENSC 70980 Thesis. A minimum of 3 hours of 70980 Thesis is required.

ENSC 70990 Thesis. Prerequisite: 70980 and admission to candidacy. A minimum of 3 hours of 70990 Thesis is required.

Geology

[M.S. Degree Requirements](#)

[Courses of Instruction](#)

Overview

Available on the Master of Science degree.

Prerequisites: B.A. or B.S. degree from an acceptable college or university with an academic record meeting the standards of the University.

Students who have majored in an area other than geology may be admitted if undergraduate deficiencies can be removed within a reasonable time. An applicant's academic record should demonstrate a knowledge both of the other sciences necessary to the field of concentration and of mathematics through differential and integral calculus. If these areas are deficient, the student may be counseled to take non-credit background courses.

M.S. Degree Requirements

Students must complete a total of at least 30 approved hours including at least 12 in geology (of which 3 must be in GEOL 60710) and 6 in thesis; approved electives or 9-hour minor in a related graduate field may be substituted for geology courses. Students must maintain a minimum grade-point-average of 3.00.

Courses of Instruction

GEOL 50233 Optical Mineralogy and Petrography. Prerequisite: permission of the instructor. Two hours of lecture and one three hour laboratory period per week. Analysis of the behavior of light in crystalline substances, complete treatment of crystal optics and the identification of non-opaque, rock-forming minerals using immersion media and thin section techniques. Intensive use of the microscope required.

GEOL 50251 Scanning Electron Microscopy. Prerequisite: permission of the instructor. Use of the S.E.M. in geological applications.

GEOL 50331 Basic Seismics. Prerequisites: GEOL 30243. Three hours of lecture per week for five weeks. An introduction to techniques of gathering, processing and interpreting seismic data.

GEOL 50341 Interpreting Seismic Data. Prerequisite: GEOL 30243. Three hours of laboratory per week for five weeks. A practicum in interpreting seismic data. Prerequisites: GEOL 50331 or equivalent.

GEOL 50351 Seismic Stratigraphy. Prerequisites: GEOL 50331 or equivalent. Three hours of lecture per week for five weeks. An introduction to the principles of seismic stratigraphy and their application in oil and gas exploration.

GEOL 50361 Basic Well Log Interpretation. Prerequisite: GEOL 30243. Three hours of lecture per week for five weeks. An introduction to the use of borehole geophysical logs in formation evaluation, correlation and subsurface facies analysis.

GEOL 50413 Global Tectonics and Basin Analysis. Prerequisite: permission of the instructor. Three hours of lecture per week. Explores the relationship between plate motion and the evolution of sedimentary basins.

GEOL 50423 Petroleum Geology. Prerequisite: permission of the instructor. Origin, migration and entrapment of hydrocarbons, exploration and production techniques used in the petroleum industry.

GEOL 50493 Physical Hydrology. Prerequisite Geol 10113 and permission of instructor. Two hours of lecture and two hours of laboratory per week. A study of the occurrence, movement, and exploitation of water in the hydrologic cycle including surface-atmosphere, groundwater, and surface water processes.

GEOL 50543 Sedimentary Environments and Facies. Prerequisite: permission of the instructor. Three hours of lecture per week. Facies analysis and facies models applied to the problem of interpreting stratigraphic sequences and reconstructing paleogeography.

GEOL 50553 Integrating and Interpreting Subsurface Geological Data. Prerequisites: GEOL 50331 and 50361, or permission of instructor. A workstation-based practicum on managing and integrating geologic data. Students will become familiar with one or more widely-used software packages for handling multiple data sets used in oil and gas exploration and field development.

GEOL 50563 From Prospect to Production. Prerequisites: Advanced standing in geology or permission of instructor. A broad overview of the geologic, engineering and business sides of the oil and gas industry. The course will acquaint students with all the steps in the production of oil and gas from developing a prospect to delivering a product: how geologists decide where to drill, how mineral rights are acquired, how contracts are structured, and how financing is obtained for oil and gas deals. Includes the study of drilling and completion operations and the technology required to produce oil and gas. Students will also be acquainted with the legal, regulatory and environmental issues encountered in drilling for oil and gas.

GEOL 50593 Hydrologic Modeling. Prerequisites: GEOL 50493, or permission of instructor. Elements of surface and ground water modeling with applications. Topics covered include: modeling procedures, selection of appropriate model, and presentation of results. Class consists of 2 hours lecture, and 2 hours hands-on computer modeling laboratory.

GEOL 50603 Introduction to Geochemistry. Prerequisite: CHEM 10114-10124 or permission of the instructor. Three hours of lecture per week. Application of basic chemical principles to understanding the origin, distribution and migration of chemical elements in the earth's lithosphere, hydrosphere, atmosphere and biosphere.

GEOL 50613 Igneous and Metamorphic Petrology. Prerequisite: GEOL 50233, or permission of instructor. Two

hours of lecture and one three hour laboratory period per week. Petrogenesis of igneous and metamorphic rocks based on field, petrographic, chemical and isotopic data. Inferences on the evolution and dynamics of the crust and mantle. Involves use of microscope.

GEOL 50623 Volcanology. Prerequisite: GEOL 50233, or permission of instructor. Two hours of lecture and one three hour laboratory period per week. Types and processes of volcanic eruptions; characteristics of modern volcanic products; recognition and significance of ancient volcanic deposits in the stratigraphic record. Involves use of microscope. Field trip required.

GEOL 50713 Environmental Geology. Prerequisite: permission of the instructor. Two hours per week of lecture, and three hours per week of laboratory work. Geologic processes, earth resources and engineering properties of crustal materials in the activities of society.

GEOL 50723 Introduction to Geographic Information Systems. Basic introduction to GIS by use of ESRI-ArcGIS. Elements of spatial data, mapping, data representation, and geodatabases. Training in use of a GIS system to infer relationships among spatial features.

GEOL 50731 Remote Sensing Technology. Prerequisite: Permission of the instructor. Three hours of lecture per week for five weeks. An introduction to the technology used in remote sensing, including MSS, TM and SPOT, thermal scanners and radar imaging.

GEOL 50741 Image Processing. Prerequisite: permission of the instructor. Three hours of lecture per week for five weeks. An introduction to processing techniques used to enhance the display of remote sensing images with emphasis on those techniques useful in resource mapping.

GEOL 50751 Image Interpretation. Prerequisite: permission of the instructor. Three hours of lecture per week for five weeks. Geologic and resource mapping and environmental monitoring using satellite images.

GEOL 50863 Spatial Analysis. Prerequisites: GEOL 50723, MATH 10043 or equivalent. Application of spatial methods to interpolate surfaces from point measurement, obtaining new spatial attributes on continuous fields, and the ability to defend hypothesis based on spatial information. This course provides analytical capabilities beyond GEOL 50723.

GEOL 50901 Computer Applications in Geology. Prerequisites: COSC 10403 or equivalent and permission of the instructor. Three hours of lecture per week for five weeks. The use of microcomputers in Geology.

GEOL 50912 Statistical Applications for Microcomputers. Prerequisite: GEOL 50901. Three hours of lecture per week for ten weeks. Statistical treatment of directional data and the use of multivariate and special regression techniques, analysis of variance, discriminate function analysis and factor analysis in solving geologic problems.

GEOL 50922 Mapping Applications for Microcomputers. Prerequisite: GEOL 50901. Three hours of lecture per week for ten weeks. Selecting and using mapping and drafting software.

GEOL 60213 Environmental Analysis. Two hours of lecture and one laboratory period per week. Techniques of analysis using X-ray, atomic absorption, differential thermal, infrared absorption, chromatography and liquid scintillation.

GEOL 60393 Soils in the Environment. Prerequisites: CHEM 10113, 10125. Two hours lecture and one three hour laboratory per week. This course covers the formation, distribution, and classification of soils: major soil properties; field evaluation of soils; the use of soil survey information; and soil hydrology. The emphasis is on the study of soils as products of biophysical processes, and on soil properties of interest to geoscientists and natural resource managers.

GEOL 60413 Advanced Map Interpretation. Prerequisites: permission of instructor. Three hours lecture per week. Techniques used in the analysis of geological structures.

GEOL 60493 Hydrology. Prerequisite: GEOL 50493 or permission from instructor. Two hours of lecture and two hours of laboratory per week. Principles of groundwater flow, aquifer analysis, chemical and physical properties of groundwater. Modeling of groundwater flow and contaminant transport.

GEOL 60513 Carbonate Petrology. Two hours lecture and one laboratory period per week. An examination of the chemical sedimentary rocks: limestones, dolomites, evaporites, chert, ironstones and phosphates, including their classification, genesis and diagenesis. The course has a large component of microscope study and fieldwork.

GEOL 60523 Sandstone Petrology. Two hours lecture and one laboratory period per week. Study of provenance, diagenesis and classification of sandstone using the petrographic microscope; consideration of the relationship between tectonics and sedimentation, especially sandstone composition.

GEOL 60710 Geology Seminar. Formal presentation and discussion of controversial topics with emphasis on geologic principles involved. For seniors with permission of instructor and graduate students.

GEOL 70771 Non-Thesis. Selected when enrolling only for non-thesis examination or preparation for the examination.

GEOL 70970 Special Problems. Field or laboratory problems for graduate students in various aspects of geology. Fifty clock hours of laboratory, field or library work for each semester hour of credit.

GEOL 70980 Thesis. A minimum of 3 hours of 70980 Thesis is required.

GEOL 70990 Thesis. Prerequisite: 70980 and admission to candidacy. A minimum of 3 hours of 70990 Thesis is required.

Mathematics

[M.A.T. Degree Requirements](#)

[Courses of Instruction](#)

Overview

Available on the Master of Arts in Teaching degree.

Prerequisites: A baccalaureate degree with the equivalent of a major in mathematics consisting of courses through elementary calculus of one and several variables, linear algebra, and at least 8 hours of approved advanced courses.

M.A.T. Degree Requirements

The program includes 24 hours of graduate mathematics courses and 12 hours of graduate education courses. A thesis of 6 hours may be substituted for 6 hours of the required mathematics. The M.A.T. program totals at least 36 hours.

Mathematics course work must include: (i) MATH 50253, 50503, and 60023, (ii) at least one of MATH 50263 and 50513. All 50000-level courses count towards the M.A.T. degree, subject to university limitations.

Education course work shall include EDUC 60213: Advanced Educational Psychology and EDUC 60313: Educational Assessment together with two additional courses chosen from EDUC 60253: Historical and Philosophical Foundations of Education, EDUC 60823: Educational Evaluation, EDUC 60810: Seminar in Educational Research:Piaget, EDSP 50633: Motivating and Managing Students or EDSP 60233: Youth at Risk.

Courses of Instruction

MATH 50073 History of Mathematics. Prerequisite: advanced standing in mathematics or permission of the instructor. A survey of the history of mathematics from ancient times to the seventeenth century. Emphasis on topics closely related to contemporary mathematics

MATH 50253 Abstract Algebra I. Prerequisite: MATH 20123 and MATH 30224. Introduction to groups and rings. Homomorphisms, isomorphisms, subgroups, and ideals. Quotient and product structures.

MATH 50263 Abstract Algebra II. Prerequisites: MATH 50253. A continuation of MATH 50253. Introduction to field extensions and Galois Theory. Advanced topics in groups and rings.

MATH 50303 Studies: Geometry-Topology. Prerequisite: Twelve semester hours of mathematics, and permission of the instructor. Analytic geometry of euclidean space, topology of euclidean space and surfaces, metrics, non-euclidean geometry.

MATH 50303 Studies in Geometry and Topology. Prerequisite: Twelve semester hours of mathematics, and permission of the instructor. Topics include the topology of surfaces, convex sets, networks, and non-Euclidean Geometry.

MATH 50323 Differential Geometry. Prerequisite: MATH 30224 and 30524. Calculus on Euclidean space. Geometry of curves and surfaces.

MATH 50403 Complex Analysis. Prerequisite: MATH 30524. Analytic functions, harmonic functions, and the Cauchy-Riemann equations. Conformal mappings. Cauchy's integral theorem and formula, with applications. Power series and analytic continuation.

MATH 50503 Real Analysis I. Prerequisite: Math 10123, Math 30224, and Math 30524. A rigorous development of elementary limit processes. Continuity, sequences, series, differentiation, integration.

MATH 50513 Real Analysis II. Prerequisite: Math 50503. A continuation of Math 50503. Multivariable calculus, including the Implicit Function Theorem and change of variables. Other selected topics.

MATH 50613 Partial Differential Equations. Prerequisite: Math 30613. Basic theory of hyperbolic, parabolic, and elliptic partial differential equations.

MATH 50623 Applied Mathematics I. Prerequisite: Math 30224, Math 30524 and Math 30613. Selected topics, such as linear and nonlinear systems, equilibria, Fourier series, computational graph theory, optimization and linear programming, calculus of variations, complex integration.

MATH 50633 Applied Mathematics II. Prerequisite: MATH 50623. Continuation of MATH 50623.

MATH 50703 Number Theory. Prerequisite: Math 10123 and Math 30224. Properties of the integers. Divisibility, prime numbers, modular arithmetic, Chinese Remainder Theorem, Diophantine equations.

MATH 60003 The Teaching of Mathematics. Teaching methods, including both general principles and specific techniques, and supervised teaching. Focus is on teaching topics from upper secondary level and entry level college courses.

MATH 60023 Survey of Mathematical Problems I. Prerequisite MATH 30224. Mathematical reasoning and proof techniques from various areas of mathematics such as Logic, Probability, Graph Theory, Number Theory, Cryptography and Constructibility.

MATH 60033 Survey of Mathematical Problems II. Prerequisite: MATH 60023. Mathematical reasoning and proof techniques from various areas of mathematics such as Game Theory, Set Theory, Limits, Functions, Plane Geometry and Extensions of the Real Numbers.

MATH 60050 Foundation of Mathematics. Prerequisite: Graduate standing in mathematics. The real number

system. Set Theory. Abstract systems. (1-3 semester hours)

MATH 60053 Foundation of Mathematics. Naive set theory, including cardinality, the Axiom of Choice, Zorn's Lemma, and other topics.

MATH 60223 Linear Algebra. Prerequisite: 18 semester hours of mathematics and permission. Vector spaces, linear transformations and selected topics from multilinear algebra, spectral theory and related subjects.

MATH 60250 Theory of Numbers. Prerequisite: MATH 30224 and permission. Topics selected from the following: The natural numbers developed from the Peano postulates. Prime number theory, including units and associates. Divisibility and integral domains. Modular arithmetic and algebra. Diophantine equations and quadratic residues. (1-3 semester hours)

MATH 60313 Topology. Prerequisite: MATH 50503. Topological spaces, including separation properties, compactness, and connectedness. Metric spaces.

MATH 60403 Higher Geometry. Prerequisite: MATH 50400 or graduate standing in mathematics. The foundations of geometry. The basic concepts of Euclidean and non-Euclidean geometry. Geometric transformation. Geometric constructions.

MATH 60500 Introduction to Approximation Theory. Prerequisite: The equivalent of MATH 50503, and permission. Topics from the theory of uniform, or Tchebycheff approximation, including uniform approximation by polynomials and other linear families, the Weierstrass theorem and the Haar unicity theorem. (1-6 semester hours)

MATH 60653 Integral Transforms. Prerequisite: One semester of complex analysis, or permission. Laplace transforms. Inversion formulas and methods of residues. Applications to systems of ordinary and partial differential equations. Problems in heat conduction and mechanical vibrations. Other transforms, including the Fourier.

MATH 60970 Special Topics. Prerequisite: Graduate standing in mathematics. (1-12 semester hours)

MATH 70200 Algebra. Prerequisite: The equivalent of MATH 50263. Groups with operators. Modules and ideals. Elementary field theory. (1-9 semester hours)

MATH 70350 Introduction to Algebraic Topology. Prerequisite: One semester of General Topology, and permission. Homotopy theory, including natural algebraic structures, the fundamental group of a space and covering spaces. Fibrations and higher homotopy groups. (1-6 semester hours)

MATH 70403 Projective Geometry. Prerequisite: Graduate standing in mathematics and permission.

MATH 70420 Differential Geometry. Prerequisite: MATH 50513 and permission. Differential structures on manifolds. Differential forms and integration. Stokes' Theorem. Vector fields and flows. Poisson brackets and Lie derivatives. Affine connections and Riemannian metrics. Geodesics and completeness. (1-9 semester hours)

MATH 70500 Real and Complex Analysis. Prerequisite: MATH 50513, and permission. (1-12 semester hours)

MATH 70550 Operators in Hilbert Space. Prerequisite: A knowledge of the Lebesgue integral, and permission. Topology of Hilbert space. Projections and closed linear subspaces. General properties of normal, Hermitian and unitary operators. Compact operators. Spectral analysis of bounded and unbounded operators. Applications. (1-6 semester hours)

MATH 70653 Functional Analysis. Prerequisite: Five semester hours of MATH 70500, and permission. Desirable: Three semester hours of topology. Linear topological spaces. Convex sets. Normed linear spaces. Banach spaces, and Hilbert spaces. Linear operators. Spectral analysis. Banach algebras and C^* -algebras.

MATH 70771 Non-Thesis. Selected when enrolling only for non-thesis examination or preparation for the examination.

MATH 70980 Thesis. A minimum of 3 hours of 70980 Thesis is required.

MATH 70990 Thesis. Prerequisite: 70980 and admission to candidacy. A minimum of 3 hours of 70990 Thesis is required.

Physics and Astronomy

[M.A. and M.S. Degree Requirements](#)

[Ph.D. Degree Requirements](#)

[Ph.D. Degree in Physics with Astrophysics Option](#)

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[Teaching Requirement](#)

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Overview

Available on the Master of Arts, Master of Science and Doctor of Philosophy degrees.

Prerequisites for the M.A. Degree: B.A. or B.S. with a physics major, or 24-semester-hour equivalent including intermediate or advanced undergraduate courses in mechanics, electricity and magnetism, atomic and nuclear or modern physics or their equivalents. Twelve semester hours must be of junior or senior level. Required are mathematics through differential equations and a course in general chemistry. Prerequisites to a graduate minor in physics are 20 hours of physics including advanced courses in mechanics, electricity and magnetism, and modern physics or their equivalents.

Students deficient in any area of preparation may be required to take the necessary course work during the first year of graduate study. Scores on the Graduate Record Examinations are used as an aid in the overall evaluation of the applicant's graduate potential.

Prerequisites for the M.S. Degree: B.A. or B.S. with a physics major, or 24-semester-hour equivalent including intermediate or advanced undergraduate courses in mechanics, electricity and magnetism, atomic and nuclear or modern physics or their equivalents. Twelve semester hours must be of junior or senior level. Required are mathematics through differential equations and a course in general chemistry. Prerequisites to a graduate minor in physics are 20 hours of physics including advanced courses in mechanics, electricity and magnetism, and modern physics or their equivalents.

Students deficient in any area of preparation may be required to take the necessary course work during the first year of graduate study. Scores on the Graduate Record Examinations are used as an aid in the overall evaluation of the applicant's graduate potential.

Prerequisites for the Ph.D. Degree: B.A. or B.S. with a physics major, or 24-semester-hour equivalent including intermediate or advanced undergraduate courses in mechanics, electricity and magnetism, atomic and nuclear or modern physics or their equivalents. Twelve semester hours must be of junior or senior level. Required are mathematics through differential equations and a course in general chemistry. Prerequisites to a graduate minor in physics are 20 hours of physics including advanced courses in mechanics, electricity and magnetism, and modern physics or their equivalents.

Students deficient in any area of preparation may be required to take the necessary course work during the first year of graduate study. Scores on the Graduate Record Examinations are used as an aid in the overall evaluation of the applicant's graduate potential.

M.A. and M.S. Degree Requirements

The M.A. degree requires 30 approved semester hours of graduate courses with a minimum of 18 semester hours in Physics and a knowledge of one foreign language. A thesis and a minor are optional. An oral exam over course work and thesis, if any, is required.

The M.S. degree requires 30 approved semester hours with a thesis or 36 semester hours without a thesis. Course requirements for the degree are: PHYS 60303, 60313, three from PHYS 60203, 60403, 60413, 60503 and 60603, plus a minimum of 6 additional semester hours in Physics. There is no foreign language requirement. An oral exam over course work and thesis, if any, is required.

Ph.D. Degree Requirements

1. Course work. Completion of the following courses with an average grade of 2.75 or better:

PHYS 60303, 60313 Quantum Mechanics

Plus four from the following:

PHYS 60203, Classical Mechanics;

PHYS 60403, 60413, Electrodynamics;

PHYS 60503, Solid State Physics;

PHYS 60603, Statistical Physics

A minimum of nine hours of PHYS 60970 Research Problems must be completed with an average grade of 2.75 or better.

Additional course work may be required to ensure adequate preparation for the specified courses. Each full-time student is required to participate in graduate seminars.

The course requirements for any course other than PHYS 60970, Research Problems, may also be met by satisfactory performance on a written examination administered by the faculty over the subject matter of that course, or by transfer of credit in an equivalent course from another institution.

There is no language requirement for the Ph.D. degree.

2. Pre-dissertation qualifying exam. This exam, which is normally taken during the fourth semester of graduate study, consists of three parts:

a. an acceptable written report concerning either research completed at TCU or a proposal for the dissertation

research including a description of any research already completed. The written report must be submitted to the graduate faculty of the department at least two weeks prior to the oral exam. Details on the required format for the report are available from the department.

b. an oral presentation at a physics and astronomy department colloquium, usually on the subject of the written report. a comprehensive oral exam administered by the graduate faculty of the department to assess a student's preparation in basic physics and readiness to carry out the dissertation research. If the graduate faculty of the department attach a condition to passing the predissertation exam, (e.g. revision of the predissertation report or submission of additional material), the additional work must be completed by a specified deadline. The removal of the condition is subject to the approval of the graduate faculty.

The predissertation qualifying exam, in whole or in part, may be repeated once. Students who do not pass the exam are encouraged to complete the requirements for a Master's degree if they have not already done so.

Completion of the above course requirements and the predissertation qualifying exam constitute admission to candidacy for the Ph.D. degree.

3. Dissertation. Completion of a dissertation consisting of an original research project directed by a faculty member at TCU. Six hours of PHYS 90980 Dissertation and six hours of PHYS 90990 Dissertation are required. A final oral exam in defense of the dissertation is required and a paper based on the dissertation research must be submitted for publication in an appropriate scientific journal.

Ph.D. Degree in Physics with Astrophysics Option

The Ph.D. in Physics is also available with an Astrophysics option.

Course Work. Completion of the following courses with an average grade of 2.75 or better:

PHYS 60743, Astrophysics
 PHYS 60303 Quantum Mechanics
 PHYS 60403, Electrodynamics
 Plus three from the following:
 PHYS 60203, Classical Mechanics
 PHYS 60313, Quantum Mechanics
 PHYS 60413, Electrodynamics
 PHYS 60603, Statistical Physics

A minimum of nine hours of PHYS 60870, Research Problems in Astronomy, must be completed with an average grade of 2.75 or better. Students in the Astrophysics option may also be required to take PHYS 70743, Advanced Topics in Astrophysics, to ensure an adequate background for their dissertation research.

Except for the courses specified above, the remaining regulations concerning course work, pre-dissertation qualifying exam, and dissertation are the same as those prescribed above for the Ph.D. in Physics.

Ph.D. Degree in Physics with Business Option

The Ph.D. in Physics is also available with a Business option. Students entering the Ph.D. program with a B.S. degree are normally expected to complete the Ph.D. requirements within five years. At the end of the fourth year of graduate studies, a candidate for the Ph.D. degree in Physics who has demonstrated sufficient progress in research (dissertation), may submit a written request to the Department of Physics for admission to this program. Providing there is a clear indication that the student can reasonably be expected to complete all the requirements for the Ph.D. within five years, permission will be granted to apply to the Director of Admissions of the MBA Program of the Neeley School of Business. During the fifth year the student is expected to continue with the dissertation on a reduced scale, and, if on Departmental Teaching Assistantship, to perform designated departmental teaching duties. Students entering the Ph.D. program with advanced standing (M.S. degree or more) can request an accelerated program.

In addition to the course work, qualifying examinations, and dissertation requirements specified for the Ph.D. degree in Physics, the student will satisfy the following conditions specified by the School of Business:

1. Students electing to take the Business Option will take the 18 hours of MBA coursework over the course of two consecutive semesters (entering in the Fall and finishing in the Spring semesters).
2. Students are required to attend the START Workshop conducted by the School of Business that occurs just before the start of the fall semester. Students are assessed a fee for the workshop.
3. The School of Business will accept the results of the GRE.
4. The Director of Admissions has sole authority to admit physics Ph.D. candidates to the MBA program (whether they seek the MBA degree or the Option).
5. Under the assumption that the students come to the program with a good background in Statistics, they would take the following courses:

a. Fall Semester (9.0 credit hours)

ACCT 60010 Financial Reporting (1.5 credit hours)
 ACCT 60020 Managerial Accounting (1.5 credit hours)
 FINA 60013 Management of Financial Resources (3.0 credit hours)
 MANA 60033 Managing People (3.0 credit hours)

b. Spring Semester (9.0 credit hours)

MARK 60013 Market-Driven Strategy (3.0 credit hours, evening course)
 INSC 60040 Managing Information Technology (1.5 credit hours)
 INSC 60600 Supply Chain Concepts (1.5 credit hours)
 MANA 60063 Strategic Management in a Global Environment (3.0 credit hours)

6. The foregoing may be adjusted in the event of a realignment in the sequence of courses in the MBA program.

7. Students who wish to continue their studies in the program after their first year of business courses and pursue the MBA degree:

- a. Will, with the approval of the Director of the MBA Program, be permitted to transfer in for credit a total of six hours of 60000 or 70000 level graduate physics course work. Transfer will be approved for: 1. A graduate level course that is equivalent to DESC (Statistics) and 2. Other 60000 or 70000 level course work taken in the Physics Department.
- b. Will be required to complete such additional coursework as required of other MBA students and as is provided in the applicable TCU Graduate Studies Bulletin. The student will work closely with the Academic Program Director to plan his/her schedule.

Prospective candidates for the Ph.D. Degree in Physics or the Ph.D. with Business Option should be advised that the maximum term of fellowship or assistantship support through the Department of Physics is five years, and support for MBA courses from the TCU Physics Department fellowships or assistantship is limited to 18 hours. Financial support for additional hours required for completion of the MBA degree would be the student's responsibility; students would be eligible to apply for financial aid for the second year of MBA study from the Neeley School of Business.

Teaching Requirement

As part of their professional training full-time graduate students in physics are required to participate in the undergraduate teaching function of the department. This requirement is met by assisting in undergraduate labs, giving laboratory instructions, grading papers, conducting problem sessions or offering tutorial help. The assignment varies depending on the interest and experience of the student and the degree of involvement in thesis or dissertation research, and usually amounts to 10 hours per week or less.

Courses of Instruction

PHYS 50030 Seminar in Contemporary Physics. Prerequisite: Permission of instructor. Students enrolled will be expected to participate in, prepare, and lead discussions on selected topics in physics as suggested by the current journal literature. (1-4 hours)

PHYS 50703 Nonlinear Dynamics. Prerequisite: permission of the instructor, PHYS 30553 is recommended. Characterization of Chaos, Routes to Chaos, Dissipative Dynamical Systems, Hamiltonian Systems.

PHYS 50713 Contemporary Topics in Physics. Prerequisite: Departmental permission. Regularly scheduled course on a subject of interest to students and faculty. Possible topics: Acoustics, Biophysics, Mathematical Physics, Modern Optics, and Nuclear Physics.

PHYS 50723 Introduction to Solid State Physics. Prerequisite: PHYS 30493; MATH 30524. Crystal structure, lattice dynamics, free electron theory, band theory, optical, electric and magnetic properties of solids.

PHYS 50733 Computational Physics. Prerequisites: PHYS 20483 and MATH 30524. Computational methods used in physics, systems of linear equations, eigenvalues problems, numerical solution of differential equations using FORTRAN, C++, and Mathematica.

PHYS 50743 Astrophysics. Prerequisite: Departmental permission. Spectra and spectral line formation, stellar atmospheres and interiors, star formation and evolution, structure of the Universe, selected topics in cosmology.

PHYS 50970 Special Problems in Physics. Prerequisite: Departmental permission. Advanced work in physics the nature of which is to be determined by the previous preparation and interest of the individual. Credit will depend upon the nature of the study and the amount of work taken. (1-12 hours)

PHYS 60203 Classical Mechanics. Prerequisites: Physics 30553 or equivalent. Variational principles and Lagrange equations, rigid body motion, Hamiltonian mechanics, canonical transformation, Lagrange and Poisson brackets, Hamilton- Jacobi theory, continuous systems and fields.

PHYS 60303 Quantum Mechanics. Prerequisite: Physics 40113 or equivalent. Foundations of quantum mechanics, with applications to atomic, molecular, solid state, and nuclear physics.

PHYS 60313 Quantum Mechanics. Prerequisite: Physics 60303. Continuation of 60303.

PHYS 60403 Electrodynamics. Prerequisite: Physics 40653 or equivalent. Electrostatic and magnetostatic fields. Time-dependent electromagnetic phenomena. Maxwell's equations and general electrodynamic theorems derivable therefrom. Electromagnetic radiation. Covariant formulation of the electromagnetic field equations.

PHYS 60413 Electrodynamics. Prerequisite: Physics 60403 or permission of instructor. This is a second part of the two semester course. It includes electromagnetic radiation, coherent optics, diffraction, Fourier optics, wave guides, lasers and discussion of non-linear phenomena.

PHYS 60503 Solid State Physics. Prerequisite: Physics 60303, 60313 and 50723 or equivalent. Symmetry and crystal structure, ionic and covalent bonds, metals, band theory, thermal and optical effects in solids, and selected topics on magnetic properties, superconductivity and surface science.

PHYS 60603 Statistical Physics. Prerequisite: Physics 30603 or equivalent and Physics 60203, 60313. General principles, kinetic theory, partition functions, Bosons and Fermions, linked cluster expansions, distribution functions, Brownian motion.

PHYS 60743 Astrophysics. Prerequisite: Departmental Permission. Origin and interpretation of stellar spectra. Energy generation and transport, nucleosynthesis. Stellar structure and stellar evolution. Interstellar medium, nebulae. Galaxies. Cosmology.

PHYS 60870 Research Problems in Astronomy. Prerequisite: Departmental Permission. Directed research in the following areas: Observational astronomy, Galaxy structure and evolution, Stellar populations, Large-scale

structure

PHYS 60960 Physics Seminar. Prerequisite: Graduate standing in Physics or approval of instructor. Participation in graduate colloquium and occasional presentation of appropriate topics to graduate faculty.

PHYS 60970 Research Problems. Directed research in the following areas: Atom optics, Electron-atom collisions, Molecular and solid state physics, Statistical physics, Positron annihilation spectroscopy

PHYS 70133 Atomic Collision Physics. Prerequisite: PHYS 60303 and 60313. Theoretical, computational and experimental techniques used in electron, photon, atomic and molecular collision physics.

PHYS 70203 Nuclear and Particle Physics. Prerequisite: PHYS 60313. Nuclear and particle classifications and properties; nuclear two-body problem; nuclear models; passage of radiation through matter; detection methods and accelerators; nuclear and particle spectroscopy; gamma decay, beta decay and the weak interactions, Kaons, particle resonances; nuclear reactions; experiments at high energy.

PHYS 70303 Advanced Quantum Mechanics. Prerequisite: PHYS 60313. An introduction to the relativistic Dirac theory of the electron and to the non-relativistic quantum mechanical many-body problem.

PHYS 70413 Statistical Physics. Prerequisite: PHYS 70403. Lattice statistics, critical phenomena, propagators and methods for distribution functions, transport phenomena and irreversibility, second quantization and Green's functions.

PHYS 70503 Molecular Physics. Prerequisite: Graduate standing in physics or approval of instructor. Electronic, vibrational and rotational spectroscopy of polyatomic molecules. Applications of group theory to molecular spectra and structure. Fourier transform laser, electron paramagnetic resonance and other spectroscopic techniques.

PHYS 70703 Chemical Physics. Prerequisite: PHYS 60303. Quantum Chemistry, structure of molecules and intermolecular forces, molecular relaxation processes, light scattering, nonlinear optical methods, molecular beams, NMR and other experimental techniques.

PHYS 70743 Advanced Topics in Astrophysics. Prerequisite: Physics 60870 or Departmental Permission. Regularly scheduled course on advanced topics in astronomy and astrophysics, including the following: Stellar Atmospheres: Basic methods and applications of radiative transfer. Theory and interpretation of astronomical spectra: line profiles, LTE and non-LTE line formation, abundances, model atmospheres, curve-of-growth. Stellar Interiors: Solution of the equations of stellar structure, analytic approximations and theory relating to equilibrium stellar models, nucleosynthesis in massive stars, final phases of stellar evolution. Galactic Structure: The interstellar medium, galaxy kinematics, interacting galaxies, evolution and classification of galaxies, extragalactic radio sources, quasars, cosmological models.

PHYS 70771 Non-Thesis. Selected when enrolling only for non-thesis examination or preparation for the examination.

PHYS 70803 Theoretical Atomic and Molecular Physics. Prerequisite: PHYS 60303 and 60313. Theoretical study of electronic structure and molecular vibrations and rotation, Hartree-Fock and Many Body Perturbation Theory. Computer calculation of electronic structure.

PHYS 70903 Quantum Optics. Prerequisite: PHYS 60203 and 60213. Study of Laser Physics, interaction of light and matter, nonlinear phenomena and quantum nature of light.

PHYS 70980 Thesis. Prerequisite: Permission of Chair of Department. A minimum of 3 hours of 70980 Thesis is required.

PHYS 70990 Thesis. Prerequisite: 70980 and admission to candidacy. A minimum of 3 hours of 70990 Thesis is required.

PHYS 80090 The Teaching of Physics at the College Level. Prerequisite: Graduate standing in physics and approval of instructor. Supervised preparation and delivery of lectures and demonstrations, and preparation and evaluation of examinations.

PHYS 90960 Seminar in Theoretical Physics. Prerequisite: Graduate standing and approval of the instructor.

PHYS 90970 Research Problems in Physics. Prerequisite: Graduate standing and departmental permission.

PHYS 90980 Dissertation. Prerequisite: Permission of the Chair of the Department. A minimum of 6 hours of 90980 Dissertation is required.

PHYS 90990 Dissertation. Prerequisite: 90980 and admission to candidacy. A minimum of 6 hours of 90990 Dissertation is required.

Psychology

[M.S. Degree Requirements](#)

[Ph.D. Degree Requirements](#)

[National Honor Society](#)

[Courses of Instruction](#)

Overview

Available on the Master of Arts, Master of Science and Doctor of Philosophy degrees. Studies leading to a master's or doctoral degree in general-experimental psychology are offered. Students who want only a master's degree and do not plan to complete the doctoral program at TCU are not typically accepted.

Prerequisites for the M.A. and M.S. Degrees: B.A. or B.S. degree, including a major in psychology or a 24-hour equivalent. Satisfactory scores on the Graduate Record Examination are required. Students with majors in other disciplines will be considered upon request, but may be required to make up any deficiencies in their undergraduate preparations.

Prerequisites for the Ph.D. Degree: B.A. or B.S. degree, including a major in psychology or a 24-hour equivalent. Satisfactory scores on the Graduate Record Examination are required. Students with majors in other disciplines will be considered upon request, but may be required to make up any deficiencies in their undergraduate preparations. Students who do not plan to complete the doctoral program at TCU are not typically accepted.

M.S. Degree Requirements

A predoctoral M.A. or M.S. degree requiring a minimum of 30 approved semester hours, including at least six semester hours of thesis is available. This program is recommended for those students who plan to pursue doctoral level graduate study in the psychology program at TCU. Students who do not plan to complete the doctoral program at TCU are not typically accepted.

Ph.D. Degree Requirements

The program leading to the Ph.D. degree has a research emphasis reflecting the study of psychology as a science rather than the therapeutic aspects of psychology. The term "research" should be interpreted broadly. The program is not limited to traditional experimental psychology, nor is it committed solely to laboratory-based methods. The Department believes that a measure of specialized knowledge is built upon a firm but broad base of psychological principles and methods that constitutes the best plan for most of its students. Although the graduate program leads to a Ph.D. in General-Experimental Psychology, the student is expected to pursue a specialized area of research. For information about areas of research interests of the faculty, contact the Psychology Department or visit the Department website: www.psy.tcu.edu.

A Ph.D. is a research degree. It is awarded for demonstrating competence in research by successfully defending a Ph.D. dissertation. The emphasis is on a research apprenticeship, so few courses are required, and those few courses could all be waived, at the discretion of the graduate director. It is possible to earn a Ph.D. without ever taking a course other than the Advanced Studies courses, which satisfy the research apprenticeship, plus 12 dissertation hours - 6 hours of PSYC 90980 and 6 hours of PSYC 90990.

In the usual program, students must take and "pass" (grade of B- or better in each) five core courses that include:

both

PSYC 50403 Advanced Physiological Psychology

PSYC 60553 Conditioning and Learning

one of

PSYC 50423 Graduate Statistics

PSYC 50523 Experimental Design

one of

PSYC 50583 Cognition

PSYC 50563 Developmental Psychology

PSYC 60533 Perception

one of

PSYC 60823 Group Processes

PSYC 60833 Attitudes

PSYC 80500 Special Topics in Social Psychology and Personality

Any or all of these courses could be waived if the Graduate Director finds that the student has previously taken an equivalent course in another graduate program. Beyond those courses, each student takes any and all courses required by his or her area committee, which could be many or none. Successful completion of the Ph.D. requires completing the course requirements, if any, successfully defending a master's thesis if required by the faculty, passing the preliminary evaluation vote by the full faculty, passing a qualifying examination that has both written and oral components in order to advance to doctoral candidacy, and defending a Ph.D. dissertation. The usual timeline involves completing the five core courses listed above by the end of the second year, completing the master's thesis, when required, by the end of the second year, continuing to take any and all additional courses required by the area committee, passing the preliminary evaluation vote by the end of the third year, passing the qualifying examination to advance to doctoral candidacy by the end of the fall semester of the fourth year, and successfully defending the Ph.D. dissertation within six years after advancing to doctoral candidacy.

National Honor Society

The Department of Psychology sponsors the TCU chapter of Psi Chi, national honorary society for psychology.

Courses of Instruction

CHDV 50433 Vulnerable Child I: Theory. The Vulnerable Child is a two-part series of multidisciplinary courses which investigate the challenges faced by families and professionals who work with children who have emotional, behavioral, and/or physiological challenges. The Vulnerable Child I: Theory will focus on the theory and research which is the basis of these challenges. If our Hope Connection summer camp for adopted children is taking place, both Vulnerable Child courses are required before students can work in it.

CHDV 50443 Vulnerable Child II: Practice. Prerequisites: PSYC/CHDV 50433. The Vulnerable Child is a two-part series of multidisciplinary courses which investigate the challenges faced by families and professionals who work with children who have emotional, behavioral, and /or physiological challenges. The Vulnerable Child II: Practice will focus on the training students need to evaluate and apply intervention strategies for these families and children based on the theory and research learned in the first course. Both Vulnerable Child I & II are required for students wishing to apply for Independent Studies' hours to work in The Hope connection summer camp for at-risk adopted children.

CHDV 50533 Case Studies in Child Development. This course is designed to present an integrated and comprehensive overview of numerous issues in child development as well as treatments/solutions for those issues. This diverse array of developmental problems will be presented in a series of case-studies by professors from several departments as well as by community professionals who specialize in children's issues. This course is a requirement for the Child Development Minor as well as an elective course in Psychology.

PSYC 50213 Interactive Data Analysis.

PSYC 50403 Advanced Neuroscience. Prerequisite: Senior or Graduate standing and PSYC 30463 or approval of instructor. An in depth analysis of the neural and endocrine components of normal and abnormal behavior with emphasis on classic studies in the field.

PSYC 50411 Theoretical Foundations of Statistical Inference. Prerequisite: Graduate standing in Psychology; Ph.D. students must take concurrently with PSYC 50423. Supplements PSYC 50423. Provides an in-depth view of the models and theories underlying analysis of variance, correlation and regression analysis, and the nonparametric techniques.

PSYC 50413 History and Systems of Psychology. Prerequisite: Senior or graduate standing in Psychology, or approval of instructor. The scientific and philosophic antecedents of contemporary psychology in relation to their current influence on the field.

PSYC 50423 Graduate Statistics. Prerequisite: Senior or Graduate standing or approval of instructor. The conceptual basis of statistical inference. Topics include: analysis of variance models, correlation and regression analysis, and nonparametric techniques.

PSYC 50433 Vulnerable Child I: Theory. The Vulnerable Child is a two-part series of multidisciplinary courses which investigate the challenges faced by families and professionals who work with children who have emotional, behavioral, and/or physiological challenges. The Vulnerable Child I: Theory will focus on the theory and research which is the basis of these challenges. If our Hope Connection summer camp for adopted children is taking place, both Vulnerable Child courses are required before students can work in it.

PSYC 50443 Vulnerable Child II: Practice. Prerequisites: PSYC/CHDV 50433. The Vulnerable Child is a two-part series of multidisciplinary courses which investigate the challenges faced by families and professionals who work with children who have emotional, behavioral, and /or physiological challenges. The Vulnerable Child II: Practice will focus on the training students need to evaluate and apply intervention strategies for these families and children based on the theory and research learned in the first course. Both Vulnerable Child I & II are required for students wishing to apply for Independent Studies' hours to work in The Hope connection summer camp for at-risk adopted children.

PSYC 50453 Experimental Social Psychology. Two lectures and one laboratory period per week. Prerequisite: PSYC 30353 or its equivalent, or approval of instructor. Concepts and methods of research on attitudes, communication and persuasion, group structure, and group processes.

PSYC 50463 Functional Neuroanatomy. Prerequisite: Graduate or senior standing or approval of the instructor. The fundamentals of functional neuroanatomy and neurophysiology with an emphasis on experimental and theoretical analysis of the basic brain behavior relationships. (Offered as BIOL or PSYC credit.)

PSYC 50472 Laboratory in Physiological Psychology and Neuroscience. Prerequisite: PSYC 30463 or its equivalent or PSYC 50653 or its equivalent, or concurrent registration in either PSYC 50436 or PSYC 30463. One lecture and one laboratory per week. Emphasis will be on the laboratory techniques employed in physiological psychology and neuroscience in analyzing the neural and hormonal correlates of behavior (Also offered as BIOL 50472)

PSYC 50482 Laboratory in Physiological Psychology and Neuroscience. Prerequisite: PSYC 30463 or its equivalent or PSYC 50653 or its equivalent, or concurrent registration in either PSYC 50436 or PSYC 30463. One lecture and one laboratory per week. Emphasis will be on the laboratory techniques employed in physiological psychology and neuroscience in analyzing the neural and hormonal correlates of behavior (Also offered as BIOL 50482)

PSYC 50493 Advanced Personality. Prerequisite: Senior or graduate standing in psychology and PSYC 40443, or approval of instructor. Current topics from the empirical and theoretical literature on personality.

PSYC 50513 Psychopharmacology. Prerequisite: PSYC 10213, or 10514, or 10524, or approval of instructor. Theory and principles of behavioral and biochemical methods of assaying drug action, with primary emphasis on the study of the effects of neuropharmacological agents or endogenous systems.

PSYC 50523 Experimental Design. Prerequisite: PSYC 50423 or approval of instructor. The planning and design of behavioral research including the specification of research problems, development of appropriate designs, the use of appropriate analytic techniques and the interpretation of results. Primary attention is given to analysis of variance models as analytic techniques, but multivariate techniques such as regression and discriminant function models are also considered.

PSYC 50533 Case Studies in Child Development. This course is designed to present an integrated and comprehensive overview of numerous issues in child development as well as treatments/solutions for those issues. This diverse array of developmental problems will be presented in a series of case-studies by professors from several departments as well as by community professionals who specialize in children's issues. This course is a requirement for the Child Development Minor as well as an elective course in Psychology.

PSYC 50563 Developmental Psychology. Prerequisite: Senior or graduate standing in Psychology, or approval of instructor. Data and research methods related to the development of the human organism from its prenatal origins through old age.

PSYC 50583 Cognition. Prerequisite: Senior or graduate standing in Psychology, or approval of instructor. Current topics in the area of cognition including thinking, language, memory, decision making, and problem solving.

PSYC 50603 Contemporary Learning Theory. Prerequisite: Senior or graduate standing in Psychology, or approval of instructor. Selected theoretical principles important for understanding complex behavior, and their recent extensions and application to human social behavior, autonomic and psychosomatic function, etc.

PSYC 51000 Seminar on Ethics and Science. Senior or graduate standing or permission of the instructor. The course will look at the range of ethical decisions that are required of scientists. We will focus on identifying ethical dilemma throughout the history of scientific discovery. Case studies will include both moral exemplars and instances of scientific misconduct. These case studies will cut across scientific disciplines and include examples from biology, medical research, biotechnology, and psychology.

PSYC 60000 Special Study. Prerequisite: Departmental approval. May be independent study or research under Code 1, or may be a special course in an area not covered in regular courses (Code 2 or higher).

PSYC 60500 Seminar in Chemistry of Behavior. Prerequisite: Departmental approval. Weekly discussions of current topics in the Chemistry of Behavior. (Offered as CHEM or PSYC credit.)

PSYC 60533 Perception. Prerequisite: Graduate standing in psychology or approval of instructor. The relations of sensation and perception, stimulus and receptor correlates, phenomenological and configurational theories and the integration of perception with the phenomena of motivation and learning.

PSYC 60543 Sensory Processes. Prerequisite: Graduate standing in psychology or approval of instructor. Energy transduction in the external and internal senses, afferent control via receptor adjustment and neural interaction, centripetal information processing and the relation of sensors to homeostatic regulation.

PSYC 60553 Conditioning and Learning. Prerequisite: Graduate standing in psychology or approval of instructor. Basic research in the field of learning, emphasizing empirical study of classical conditioning, instrumental conditioning, generalization, discrimination and extinction.

PSYC 60561 Laboratory in Conditioning and Learning. Prerequisite: Concurrent or prior registration in PSYC 60553, or approval of instructor.

PSYC 60563 Psychology of Human Learning. Prerequisite: Graduate standing in psychology or approval of instructor. A review of research methods and theories of human learning with special emphasis on the acquisition of verbal and social behavior in both children and adults.

PSYC 60613 Multivariate Analysis. Prerequisite: PSYC 50423 or approval of instructor. Multivariate correlation methods, discriminant function analysis, factor analysis and related techniques.

PSYC 60663 Advanced Social Psychology. Prerequisite: Graduate standing in psychology or approval of instructor. A survey of the literature of social psychology with emphasis upon recent research.

PSYC 60683 Advanced Comparative Psychology. Prerequisite: Graduate standing in psychology or approval of instructor. The development of anatomical structures, environmental factors and behavior of species throughout the animal kingdom. Emphasis is on interspecies comparison and the understanding of human behavior in terms of its evolutionary antecedents.

PSYC 60723 Motivation. Prerequisite: Graduate standing in psychology or approval of instructor. Concepts, theories and systematic investigations of motivation, covering historic lines of development with particular emphasis on recent contributions.

PSYC 60823 Group Processes. Prerequisite: PSYC 60663 or approval of instructor. Theories and systematic investigations in the social psychological literature on group processes with a historical as well as contemporary focus.

PSYC 60833 Attitudes. Prerequisites: PSYC 60663 or approval of instructor. Theories and systematic investigations of attitude change with a historical as well as contemporary focus.

PSYC 70130 Advanced Teaching of Psychology. Prerequisite: Departmental approval. Supervised practice in college teaching. Note: No more than 4 semester hours in PSYC 70120 and PSYC 70130 may be applied toward the Master of Arts or Master of Science degree.

PSYC 70530 Experimental Instrumentation. Prerequisite: Graduate standing in psychology or approval of instructor. Instruction in the design, maintenance and use of complex instruments for measuring psychological and behavioral events.

PSYC 70980 Thesis. Prerequisites: Graduate standing and approval of Director of Graduate Studies in Psychology. A minimum of 3 hours of 70980 Thesis is required.

PSYC 70990 Thesis. Prerequisite: 70980 and admission to candidacy. A minimum of 3 hours of 70990 Thesis is required.

PSYC 80100 Special Topics in Quantitative Methods. Prerequisite: Departmental approval. Seminars or other special courses.

PSYC 80200 Special Topics in Learning and Motivation. Prerequisite: Departmental approval. Seminars or other special courses.

PSYC 80300 Special Topics in Perception and Cognition. Prerequisite: Departmental approval. Seminars or other special courses.

PSYC 80400 Special Topics in Physiological Psychology. Prerequisite: Departmental approval. Seminars or other special courses.

PSYC 80500 Special Topics in Social Psychology and Personality. Prerequisite: Departmental approval. Seminars or other special courses.

PSYC 80600 Special Topics in Contemporary Psychology. Prerequisite: Departmental approval. Seminars or other special courses.

PSYC 90100 Advanced Studies in Quantitative Methods. Prerequisite: Departmental approval. Individual study or research.

PSYC 90200 Advanced Studies in Learning and Motivation. Prerequisite: Departmental approval. Individual study or research.

PSYC 90300 Advanced Studies in Perception and Cognition. Prerequisite: Departmental approval. Individual study or research.

PSYC 90400 Advanced Studies in Physiological Psychology. Prerequisite: Departmental approval. Individual study or research.

PSYC 90500 Advanced Studies in Social Psychology and Personality. Prerequisite: Departmental approval. Individual study or research.

PSYC 90600 Advanced Studies in Contemporary Psychology. Prerequisite: Departmental approval. Individual study or research.

PSYC 90980 Dissertation. Prerequisite: Permission of the Chair of the Department. A minimum of 6 hours of 90980 Dissertation is required.

PSYC 90990 Dissertation. Prerequisite: 90980 and admission to candidacy. A minimum of 6 hours of 90990 Dissertation is required.