

DEPARTMENT OF PSYCHOLOGY, COUNSELING,
AND SPECIAL EDUCATION

*Ph.D. Program in Educational Psychology-
A Student's Guide to Graduate Study*

Revised by Curt Carlson, January 2012

Table of Contents

Welcome	4
The Ph.D. Program in Educational Psychology	4
Vision and Mission Statements	5
Brief History and Organization of the University and Department	5
Goals of the Ph.D. Program in Educational Psychology	7
Admission Requirements	7
Faculty Advisor and Advisory Committee	8
Ph.D. Curriculum Description	9
Guidelines and Considerations for Course Selection and Sequencing	11
Research Tools	12
Satisfactory Progress	12
Independent Study Courses	12
Time Limitations for Degree	12
Residency Requirements for Ph.D. Program	13
Requirements for the Master's Degree	14
Thesis	14
Comprehensive (Qualifying) Exams for the Master's Degree	15
Requirements for the Ph.D.	16
Comprehensive Exams	16
Dissertation Committee, Proposal, and Final Defense	18
Graduate Assistantships and Scholarships	19
General Academic Information	19

University Attendance Policy	21
Standards for Student Behavior	21
Appendix A: IRB Information	24
Appendix B: University Resources	25
Appendix C: Checklists for Degree Completion	26

WELCOME TO THE DEPARTMENT OF PSYCHOLOGY, COUNSELING, AND SPECIAL EDUCATION

The faculty of the Department welcome you to graduate study at Texas A & M University-Commerce. We are pleased that you are interested in attending TAMU-Commerce for your graduate studies and promise to work diligently with you to ensure your success. Among the major resources available to you at Texas A & M University-Commerce are the faculty, fellow graduate students, an excellent library with many online databases, courses and seminars, multimedia instructional classrooms and resources, computer labs, the University computer network with high speed wired and WiFi connectivity, and access to a variety of other resources and organizations. If you are persistent and use these resources well, your graduate education will be excellent.

The single most important faculty member for you, especially in the early part of your graduate work, is your faculty advisor. This individual, along with the other members of your advisory committee, are your primary resources and are responsible, with you, for a major portion of the paperwork necessary for the orderly administration of the graduate program. Your faculty advisor has been (or will be) assigned on the basis of your program and on what is known of your interests. Typically, new students are given a chance to take some courses prior to officially being linked with a particular faculty advisor.

There are a number of rules, regulations, and procedures applicable to graduate study. To the extent that you take time to become informed about these, you will experience fewer frustrations. It is especially important that you become well acquainted with the rules and regulations contained in the Graduate Catalog (<http://web.tamu-commerce.edu/academics/graduateschool/catalogs.aspx>). It is a good idea to keep the graduate catalog that was current during the year you were admitted to the department. The University also publishes a student handbook ([Doctoral Student Handbook](#)) that addresses policies and responsibilities associated with student conduct. Much of this information is also available on the University homepage (<http://web.tamu-commerce.edu/>) and the homepage for the Department of Psychology and Special Education at: (<http://web.tamu-commerce.edu/academics/colleges/educationHumanServices/departments/psychologyspecialeducation>).

In addition to these online sources, the main offices of the Department are in Binnion Hall, Rooms 201 and 202. Faculty offices are located on the second floor of Binnion and attached Henderson Hall. Mailboxes for faculty and graduate assistants are located in Binnion 206. Various bulletin boards for graduate students are located in the hallways near the departmental office and near faculty offices.

As you proceed with your studies, your departmental file should reflect important decisions and milestones regarding you and your program. Maintenance of this information is primarily the responsibility of the departmental staff and your academic advisor, but you are also expected to monitor your academic file. Other records are maintained by the Graduate School. Keeping this information current is the responsibility of you, your faculty advisor and departmental staff, and the Graduate School.

It is also your responsibility as a graduate student to maintain contact with the Graduate Office, the Department, your faculty advisor and your dissertation or thesis advisor regarding your progress toward a degree. You should inform your advisor and the Department, in writing (email is fine), of changes of address, telephone number, etc. Make sure that such changes are made with the secretary of the Department and with your faculty advisor. Do these promptly so that the Department will be able to contact you if the need arises.

The Ph.D. Program in Educational Psychology

The Department offers the Doctor of Philosophy degree (Ph.D.) in Educational Psychology. The Educational Psychology program has an interdisciplinary perspective, with a strong foundation in the science and methodology of psychology. The focus of the Educational Psychology program is human

cognition and instruction. Students will acquire an in-depth knowledge of human learning and cognition, instructional strategies, research, and evaluation. This emphasis will prepare students to integrate knowledge of human cognition and instructional practice across a variety of occupational, educational, and content matter domains, with emphasis on applications of learning technologies.

Vision Statement for the Ph.D. Program in Educational Psychology

The vision of the Program is to offer a premier Ph.D. in Educational Psychology by providing an optimal combination of on-line instruction and face-to-face interaction, instruction, and mentoring.

Mission Statement for Ph.D. Program in Educational Psychology

The mission of the Ph.D. program in Educational Psychology is to prepare students to produce, integrate, and apply knowledge and understanding of human cognition, learning, research methodology, program evaluation, instructional design, and educational applications of technology to create and manage life-long learning environments and processes for individuals and organizations.

Brief History of the University and Department

Texas A & M University-Commerce began as East Texas Normal College in 1889 when founder William Leonidas Mayo opened the doors to a one-building campus in Cooper. His creed, which continues today, was “ceaseless industry, fearless investigation, unfettered thought, and unselfish service to others.” The institution’s history of dynamic change began in 1894 when “Mayo’s College” moved to Commerce. The State of Texas took over the campus in 1917 and the name was changed to East Texas State Normal College. In 1923, the school was renamed East Texas State Teachers College. The graduate program was added in 1935. In 1957, the Legislature, recognizing that the purpose of the institution had broadened from teacher education, changed the name to East Texas State College. Following the inauguration of the first doctoral program in 1962, the name was changed to East Texas State University. In 1996, the institution entered the Texas A & M University System and became Texas A & M University-Commerce. Today, on the Commerce campus, the Metroplex Center in Mesquite, the Universities Center at Dallas, Navarro College Partnership, Collin Higher Education Center in McKinney, and through state-of-the-art distance learning, the University meets the undergraduate, graduate and professional needs of the citizens of Northeast Texas and beyond. Its mission is achieved through teaching, scholarship, and service activities on its campuses and in the community and region.

The Department was established at East Texas State University in 1962. In 1970, the Department was designated by the Texas Coordinating Board of Higher Education as a doctoral degree-granting program with emphasis areas in Educational Psychology and general Psychology. In 1989, the Departments of Psychology and Special Education were merged into a single Department. In 1992, the Department undertook a comprehensive review and reorganization of the doctoral program. By 1994, the first class of twelve doctoral students was admitted to the “new” doctoral program in Educational Psychology. In 2011, the Department of Psychology and Special Education merged with the Department of Counseling to become the Department of Psychology, Counseling, and Special Education. Since the establishment of the Department of Psychology & Special Education there have been seven Department Heads-Dr. J. E. Franklin, Dr. Monroe Lanmon, Dr. Glenn Fournet, Dr. Paul Zelhart, Dr. Raymond Green, Dr. Tracy Henley, and Dr.

Jennifer Schroeder. During the last two and a half decades, the Department has grown to more than 30 full-time faculty members and more than 80 doctoral students have graduated with a Ph.D. in Psychology.

Organization of the Department and Educational Psychology Program

The Department currently provides undergraduate degree programs in Psychology and Special Education, Master's degree tracks in Applied Psychology, General Psychology, Counseling, and Special Education, a Specialist degree in School Psychology, certification programs in Special Education, and Ph.D. programs in Educational Psychology and Counseling. All of these programs and their associated faculty, staff, and resources are under the direction of the interim Department Head, Dr. Jennifer Schroeder (until return of Dr. Tracy Henley in fall, 2012). The Department also includes a Coordinator of Special Education Programs (Dr. Harvetta Robertson), a Coordinator of the Educational Psychology Program (Dr. Curt Carlson), a Coordinator of the School Psychology Program (Dr. Jennifer Schroeder), a Coordinator of the Applied Psychology Program (Dr. Karin Tochkov), and a Coordinator of the Ph.D. program in Counseling (Dr. Steve Armstrong). There are also several committees-the Departmental Human Subjects Committee, the Educational Psychology Program Committee, Master's Program Committees, the Undergraduate Program Committee, as well as many ad hoc committees.

The Educational Psychology Program Committee consists of at least three faculty members appointed by the Department Head. At least two of the members should be full professors with graduate faculty standing. The Educational Psychology Program Coordinator is a committee member. The general purpose of the Educational Psychology Program Committee is to provide direction, oversight, and recommendations regarding policy and direction of the Master's and Ph.D. Educational Psychology degree programs. Specifically, the Chairperson and Committee members shall:

- Share responsibility for establishing and maintaining the quality and integrity of the graduate degree programs in Educational Psychology.
- Act as a liaison between the Educational Psychology graduate degree programs and exterior communities, such as schools, industry, governmental, and community agencies.
- Review and periodically evaluate the curriculum of the Educational Psychology degree programs.
- Review and assist the formation of dissertation and thesis committees.
- Assist in planning the scheduling of graduate classes.
- Recommend the allocation and acquisition of resources for the Educational Psychology program.
- Advise and review the comprehensive examinations for the Educational Psychology degree programs.
- Interview applicants to the Educational Psychology degree programs.
- Monitor the admission of students and recommend the assignment of students to advisors.
- Assist in the review and evaluation of the academic progress of students in the doctoral program.
- Recommend guidelines and procedures for the degree programs in Educational Psychology.
- Assist in the review of applications for graduate assistantships and make recommendations.
- Assist in the recruitment of prospective graduate students.

The Protection of Human Subjects Committee consists of two faculty members and one graduate student. All research with human subjects proposed by any faculty member or student in the Department must first be approved by the Protection of Human Subjects Committee (sometimes

referred to as the “Ethics” Committee). All thesis and dissertation proposals must be reviewed and approved by the Protection of Human Subjects Committee prior to the presentation of the written proposal to the faculty. In general, a human subjects research proposal should provide that: risks are minimized through procedures consistent with sound research design (reasonable risks beyond those incurred in daily life may be out-weighted by benefits to the subjects), selection of participants is equitable and the setting appropriate, informed consent is adequate, consent is documented, continued monitoring takes place to ensure the safety of the participants, and privacy and confidentiality are maintained. Participation of a human being in any study must be voluntary, and the information provided to gain participant consent must be adequate and appropriate. The University IRB (Internal/Institutional Review Board, Dr. Carmen Salazar, Head) may choose to waive the requirement for informed consent in some cases; however, such action must be based on clearly defensible grounds.

Following the Departmental level review, all research proposals also must be reviewed by the University IRB for the protection of human subjects. See <http://www.tamu-commerce.edu/gradschool/research/researchfiles/irb.html> for Submission and Protocol Forms. Students are advised to use the same forms for both the departmental level review and the IRB review. Students should become familiar with the requirements for the protection of human subjects in research. Resources describing various policies, laws, commissions, ethical codes, and the operation of the IRB for the protection of human subjects are included in Appendix A.

Goals of the Ph.D. Program in Educational Psychology

- Provide students with an understanding of the past, present, and future development of the science of Psychology.
- Provide students with the understanding required for ethical decision-making and professional practices in the roles of researcher, student, and Educational Psychologist.
- Provide students with an understanding of the processes and principles that underlie the discipline and science of Psychology, including cognitive development, learning, cognition, and instructional design.
- Provide students with the skills and understandings needed to design, execute, and evaluate research.
- Provide students with an understanding of pedagogy and support the development of the knowledge and skills needed to select, apply, and evaluate the use of educational technology to assist learning, teaching, and training.

Graduates of the Educational Psychology degree program will be prepared to enter careers as Educational Psychologists in industry, government, military, higher education, and public education. Graduates will provide expertise and resources needed to: 1) understand human cognition, motivation, and development, 2) conduct research and program evaluation, 3) employ technology to promote effective learning and training, and 4) promote and support organizational and individual goals related to optimizing learning, motivation, training, and product and process quality.

Criteria for Entrance into the Master’s and Ph.D. Programs in Educational Psychology

In evaluating and admitting students to the graduate programs of the department, the faculty act as a committee of the whole. Holistic evaluation using both quantitative and qualitative criteria are

employed. Admission decisions are based upon multiple criteria; no exclusive criterion is used, nor are there minimum cut-off levels for quantitative criteria, other than the GPA minimums required for entrance into the Graduate School. Each candidate's qualifications are evaluated individually and in comparison to previous and current applicants, currently enrolled students, and graduates. The following information is required for admission:

1) Resume or vita

Particular attention will be given to successful employment experience, particularly in fields related to the foci of the degree program such as training and education, and to any relevant special abilities or skills, such as bilingualism or computer skills.

2) Goals statement

Applicants whose career aspirations are inconsistent with the mission and focus of the degree program will be disadvantaged in the selection process.

3) Transcripts (including undergraduate and graduate GPA and all completed coursework)

Applicants are not required to have completed an undergraduate or graduate major in psychology, nor any prerequisite graduate coursework required for admission.

4) GRE (verbal, quantitative, and analytical or writing)

In rare cases, such as students with doctoral degrees in other fields, the Department retains the option of waiving the GRE for admission.

5) Letters of recommendation

Follow the Graduate School requirements for doctoral programs.

Applicants who compare most favorably across all criteria to enrolled and graduated students and to previous and current applicants will be preferred in the selection process. In this regard, the following levels for quantitative criteria are typical of candidates that have been accepted in the past:

Undergraduate GPA (last 60 hours or in major):	3.2 and higher
Graduate GPA (for at least 18 hours of completed graduate coursework):	3.5 and higher
GRE verbal for native English speakers:	50 th percentile or higher
GRE quantitative:	60 th percentile or higher
GRE writing:	4.5 and higher

Faculty Advisor and Advisory Committee

Upon admission to the doctoral program, each student will be assigned a faculty advisor (typically the Coordinator until a research advisor is selected). The faculty advisor, in consultation with the student, will prepare a degree plan that states the requirements for graduation. Also, the degree plan provides an opportunity for the advisor and student to determine what, if any, courses should be transferred in from other programs. These transferred courses should be marked on the degree plan but will need to be approved by the Dean of Graduate Studies. The degree plan should be returned to the Graduate School for

their records. Once filed with the Graduate School, the degree plan can be modified at the request of the student's faculty advisor. The degree plan is used to determine if the student has met all the requirements for graduation, so it is important to keep the degree plan updated. In addition to designing a degree plan, each student's faculty advisor will advise the student in selecting two additional faculty members to serve as members of the student's advisory committee. It is the responsibility of this committee to guide the student through the program until such time as the student is ready to form the dissertation committee. Specific duties of the advisory committee include advisement and consultation, liaison between the faculty and student, and monitoring student progress in the program.

If students wish to subsequently request a change of faculty advisor, such requests should be submitted in writing by the student's faculty advisor to the Coordinator of Graduate Programs in Psychology.

Ph.D. Curriculum Description

The University requires 90 hours for all incoming students, regardless of whether or not you enter with a completed Master's degree in another field. However, the cognate (minor) part of your degree plan can be filled with Master's level courses transferred in from another university. The program Coordinator addresses this during the student's first year in the program. If entering with a Master's degree in Psychology, the doctoral faculty conduct a meeting to evaluate whether or not to accept the thesis, and decide on which courses to transfer. To meet Texas Higher Education Coordinating Board requirements, no more than 49% of a student's coursework can be taken online and used for credit toward the degree.

The program has five components: Program Core, Doctoral Tools, Electives, Cognate area, and Research Credits (i.e., thesis and dissertation). More specifically:

(Italics = online offering)

Program Core: (21 hours) (* = recommended as first courses to take)

Psy 505 Introduction to Educational Psychology (or Psy 511 Cognitive Science)*

Psy 509 History and Systems of Psychology

Psy 594 Ethical Issues in Organizations

Psy 618 Group Dynamics*

Psy 620 Human Learning and Cognition*

Psy 621 Advanced Cognition (req 620)

Psy 622 Research and Design (may not be required for students with a thesis in-hand)*

Psy 625 Cognition and Instruction I

Psy 627 Social Cognition

Psy 675 Advanced Topics in Educational Psychology: (18-21 hours)

Doctoral Tools

Psy 695 Research Methodology (Doctoral Tools 1)

Psy 612 Psychological and Educational Statistics (Doctoral Tools 2)

Psy 681 Intermediate Statistics (Doctoral Tools 3)

Psy 610 Nonparametric Statistics (Doctoral Tools 4)

or *Psy 670 Multivariate Statistics* (Doctoral Tools 4)

Psy 671 Advanced Tests and Measurements (Doctoral Tools 5)

Electives:

Psy 514 Theories of Human Learning
Psy 515 Neuromechanisms/Biological Bases of Behavior
Psy 517 Introduction to Human-Computer Interaction Design
Psy 527 Social/Cultural Bases of Behavior
Psy 535 Applied Behavior Analysis
Psy 539 Forensic Psychology
Psy 545 Developmental Psychology
Psy 572 Psychological Assessment and Measurement (if taken prior to 671)
Psy 601 Perception
Psy 605 Single Subject Designs
Psy 626 Cognition and Instruction II (625 not required)
Psy 661 Organizational Change and Improvement
Psy 679 Program Evaluation
Psy 680 Professional Development
Psy 689 Directed Independent Study (up to 6 hours)

Cognate Area: (18 hours). The cognate area is similar to a minor. This should be a grouping of courses that ties into an area of specialization relevant to your academic and career goals. This area should be constructed in consultation with the Coordinator of the doctoral program. Final approval of the cognate area is in the hands of the Graduate School.

Sample Approved Cognate: Computer Science

CS 504 Introduction to Computer Applications
CS 514 Internet Development
CS 515 Fundamentals of Programming (req 504)
CS 520 Information Structures and Algorithm Analysis (req 515)
CS 531 Java Programming (coreq 520)
CS 538 Artificial Intelligence (req 520)

Research Credits: (12-18 hours)

Psy 518 Thesis (6 hours required unless entered with an approved empirical Master's thesis in Psychology)
Psy 718 Dissertation (12 hours required)

Although face-to-face and online courses will be offered during the fall and spring semesters, we realize that many of our students do not live nearby. Thus, some of the required courses in the program will be offered during compressed summer sessions (June Residency).

Below you will find a logical course sequence for the summer residence, but these specific courses will not always be offered in a given summer.

First June at Commerce

Psy 505 Introduction to Educational Psychology OR Psy 511 Cognitive Science
Psy 622 Research and Design

Second June at Commerce

Psy 620 Human Learning and Cognition

Psy 627 Social Cognition

Third June at Commerce

Psy 625 Cognition and Instruction I

Psy 671 Advanced Tests and Measurements OR approved elective substitute

Fourth June at Commerce

Psy 675 Advanced Topics in Educational Psychology

Psy 618 OR approved elective substitute

Guidelines and Considerations for Course Selection and Sequencing

Not all courses are offered every semester; a few are. Most are offered at least once a year and some are offered only every two-three years. With this information in hand, students are advised to try to plan ahead in terms of course scheduling and consult closely with your academic advisor regarding the sequencing and availability of courses. For full-time enrollment, assume a 9 or 12 hour per semester course load; graduate and teaching assistants would typically take 6-9 hours; whereas students employed full-time and going to school part-time might enroll in 3-6 hours per semester. Below are some guidelines regarding course selection and sequencing.

- Psy 620 must precede 621; 620 should be taken very early in the degree program.
- The following two “Research Tools” courses should be taken in sequence: PSY 695, PSY 612. After completing 612, it would be ideal to take 681. Students are encouraged to begin their “research tools” early in their degree programs because these tools will be useful in completing your Master’s thesis en route to your dissertation.
- All the “Doctoral Tool” classes need to be completed at least 9 months before students file for graduation.
- The following courses generally can be taken whenever they are offered: PSY 509 and 594.
- Students are encouraged to begin work on their thesis soon after their enrollment in the degree program. Likewise, whereas students cannot officially propose their dissertation until after the completion of all (or most) coursework, thesis, and the doctoral comprehensive exams, students may begin working on their dissertation proposal at any time after the completion of the thesis.
- PSY 505, 618, 622, 625, 627, and 675 normally will only be offered during summer residency.
- Occasionally a doctoral course will be offered online during Winter Mini

In all cases, students should consult with their academic advisor prior to registering for courses each semester. Any possible substitutions in the degree plan should be discussed with and approved by your academic advisor.

Research Tools

The Graduate School requires that all students admitted to doctoral programs take **five** courses that have been approved as research tools. In Psychology, these courses are PSY 695 (level I), 612 (level II), 681 (level III), 610 or 670 (level IV), and 671 (level V). Students may take research tools courses in any doctoral department at Texas A & M University-Commerce that offers them. As noted above, the optimum sequence for the research tools would be to start with level I and proceed to levels II, III, IV, and V in order. PSY 622 is also recommended for students in the Ph.D. program. The goal of this course is to synthesize a student's currently level of research knowledge into a working proposal.

Satisfactory Progress

Only courses graded "A" and "B" will be counted toward graduation. If a student receives more than two C's or lower, the student will be considered for permanent suspension from the University by the Graduate School. Graduate students are subject to academic probation or suspension if they fail to maintain a semester average and an overall GPA of at least 3.0. Please refer to the graduate catalog or University Policy (A11.40—Academic Probation, Retention and Suspension from Graduate Programs) for additional details regarding grade requirements.

Every fall the Department reviews the progress of all students in the doctoral program. Students are expected to show consistent academic progress toward completion of their degree program. Under some circumstances, students may be granted a leave of absence for not more than one academic year. Such a leave must be approved by the faculty. Faculty advisors primarily are responsible for reviewing each advisee's progress and making evaluative recommendations. If evaluation indicates lack of adequate progress or inappropriate professional or personal conduct, specific remedial recommendations and/or disciplinary actions will be made and communicated to the student. Students are subject to immediate dismissal from the degree program for violation of academic or professional standards, such as plagiarism.

Independent Study Courses

A maximum of 12 semester hours of independent studies courses (589, 689, 789), including Master's degree credit, may be applied toward a doctoral degree. Any doctoral student wishing to take an independent study for credit toward their degree must obtain prior approval of their advisor and the Department.

Time Limitations for Degree

No course work beyond the Master's degree that is over ten years old at the time of graduation can be counted toward degree completion. In addition, according to the Texas State Legislature, if students earn more than 100 hours of graduate credit beyond the Master's, then students will be charged at the out-of-State tuition rate for any additional credit hours. Please note that for students who do not make consistent progress on their degree program, particularly with their thesis and dissertation, that there is a potential conflict between the maximum numbers of hours allowed and the requirement for continuous dissertation enrollment after completion of the comprehensive exams. Recently, a few students in our doctoral program have found that they must pay out-of-State tuition rates for continued enrollment in dissertation hours. This situation can be avoided if students diligently work on their dissertation topic when enrolled for dissertation credit.

Residency Requirements for Ph.D. Program

All students must complete a residency. The purposes of the residency requirement are:

- to enhance the professional development and academic growth of the student
- to provide opportunities for faculty to guide each student's academic program
- to determine student competency and academic progress

These purposes will be accomplished by providing the student with access to and participation in academic, social, and cultural activities, experiences, and resources associated with the Department, the College of Education & Human Services, Texas A & M University-Commerce, and the Texas A & M University System, as well as experiences provided by other discipline-related professional organizations and activities.

Residency will include an on-campus experience. This experience will require enrollment in at least six hours of academic credit during at least four different calendar year summer school terms. Four fall or spring long semester terms could also be acceptable alternatives to summer school enrollment. However, certain core courses will only be offered during the summer. Students will be required to be on campus to complete the academic requirements of course enrollment during each of these summer terms. The two courses required during each summer are arranged so the actual time on-campus for each summer term is expected to be about 10 class days. In addition to this on-campus presence during these summers, students may also be required to be on campus for written and oral comprehensive exams, thesis and dissertation proposals, thesis and dissertation defenses, thesis and dissertation committee meetings, or as the student's advisor, chairperson, faculty, or advisory committee deem necessary.

Students are encouraged to document the completion of residency activities by maintaining a residency portfolio. The portfolio will be open to examination by the student's advisory committee at any time during the residency. The residency plan will describe and provide evidence of professional development. Examples of such services, activities, and experiences are provided below:

- symposiums
- invited guests and speakers
- conferences and workshops
- lectures and presentations
- special events and activities
- personal/professional development activities
- University library resources
- Departmental academic advisement
- student counseling/advisement services
- computing resources and telecommunication services
- interactions with the program advisor and advisory committee members
- academic interaction among peers in class and outside of class
- thesis and dissertation Chairperson/student interaction
- student-to-student social and professional interactions in and outside of class

- academic contacts and experiences in cognate disciplines, such as educational technology, computer science, education, etc.
- attendance at and participation in professional societies and meetings
- interaction with scholars via the Internet, email, etc.
- student membership in and interaction among students in campus, regional, and national professional societies, such as Psi Chi (the Department has a local chapter—contact Dr. Ray Green for information), the American Educational Research Association (<http://www.aera.net/>), the Southwest (or the regional affiliate near you) Psychological Association (<http://www.swpsych.org/>), the APS (<http://www.psychologicalscience.org/>), and the APA (<http://www.apa.org/>)
- interaction among students in campus student organizations, such as the TAMU-Commerce PCGSA (Psychology-Counseling Graduate Student Association – search for it on Facebook

Formative evaluation of the student’s professional development activities will be conducted each year during the annual review of academic progress conducted by the faculty. If professional development activities are deemed not adequate, students will be provided with remedial activities and informed that their status in the degree program is in jeopardy if such activities are not satisfactorily completed by the next annual review.

Requirements for the Master’s Degree

Course Requirements

Students must earn the Master’s degree prior to completion of the requirements for their Ph.D. Doctoral students can obtain a 30 hour Master’s degree with a thesis or a 36 hour degree without a thesis. For terminal degree Master’s students (students not enrolled, or intending to enroll, in the doctoral program), a 36 hour Master’s degree is available. For doctoral students who wish to obtain the Master’s degree prior to completing their thesis, a 595 course must be completed (Introduction to Research Literature and Techniques). Note that 595 is not a required part of the doctoral curriculum and is not included on the doctoral degree plan. Also note that Psychology does not offer a 595, but Special Education does, as well as many other departments in the University (e.g., Counseling). Students can take a 595 from any department in the University, however, most of these courses are not offered online. Regardless of which Master’s coursework is selected, all Ph.D. students will be required to complete a thesis. The choice is to complete the thesis as part of the Master’s degree or do it later. Sooner is better in terms of undertaking the thesis. Many students defer the thesis until the completion of all coursework—this is not recommended since it typically results in delay of completion of the degree program. Finally, a minimum of 2/3 of the hours required in the program must be earned from Texas A & M University-Commerce.

Thesis

For students enrolled in the Ph.D. program, a thesis committee can be formed at any point after entrance into the program. Students are encouraged to begin their thesis as soon as possible. Students that wish to form a thesis committee should approach their academic advisor for guidance on this process. Requests for formation of the thesis committee should be submitted in writing (email is fine) to the Coordinator of Educational Psychology Program. These requests will be

reviewed and forwarded to the Department Head and the Graduate School. The thesis committee will typically be composed of three members from the faculty of the Department, although qualified members from other departments or Universities are permitted. The thesis committee will consist of a Chairperson and an additional two or more members. If desired, the Chairperson may also become the student's academic advisor, but this is not required. In addition, the student's advisory committee may be changed to include the departmental members of their thesis committee, but this is not required. All desired changes in the student's faculty advisor and/or advisory committee must be submitted in writing (email is fine) by the student for approval by the Coordinator of the Educational Psychology Program.

A candidate must present a thesis that is acceptable to the student's thesis committee, departmental faculty, and the Dean of the Graduate School. The thesis committee has considerable latitude in deciding what topics and types of investigations are permissible for a Master's thesis. One of the primary purposes of the thesis is to familiarize the student with the process of planning, proposing, executing, and reporting an independent research project. Students who have completed an empirical thesis in Psychology prior to entering the Educational Psychology Program may receive credit for thesis, if approved by the student's advisor and advisory committee.

Proposal. Regardless of previous registrations, the student must register for a minimum of six hours of PSY 518. Typically, students will enroll in three hours of 518 during each of the semesters they are receiving advice and assistance from a member of the faculty in the preparation of his/her thesis or while utilizing university facilities for thesis work. Thesis proposals will be presented in a public meeting before members of the departmental graduate faculty (if available). Students cannot defend their proposal and thesis in the same semester. Thus, all students writing a thesis must submit a thesis proposal to the office of Graduate Studies and Research at least one semester prior to graduation. Specific dates and times for proposal presentations are reserved by the Department during each semester. Whenever possible, chairpersons should schedule the proposal presentation at least two weeks prior to the date of the presentation. Exceptions to this schedule may be requested via the Coordinator of the Educational Psychology program. Prior to scheduling the proposal, the committee chairperson should indicate in writing to the Department Head that the student's proposal has been 1) approved by the Departmental Ethics Committee and the University Institutional Review Board; and 2) read and critically reviewed by all committee members and judged ready for presentation to the faculty. Students are required to provide a written copy of the proposal to **all faculty members** at least one week prior to the proposal presentation. At the same time, a copy should be placed in the office for inspection and review by any interested parties.

Thesis. The Graduate School is often changing thesis guidelines for construction and submission. Always check <http://web.tamu-commerce.edu/academics/graduateSchool/graduateForms.aspx> for updated forms and guidelines.

Comprehensive (Qualifying) Exams for the Master's Degree

As a requirement for receiving the Master's degree, all students must complete a written comprehensive examination. All coursework for the Master's degree and the thesis must be completed prior to the Master's comprehensive exam. If a student chooses to obtain a Master's degree that is a non-thesis degree, then they must complete all coursework, including an additional 595 course, prior to taking the Master's comprehensive examination.

The comprehensive written examinations for the Master's degree (there is no oral exam for

the Master's) are scheduled three times a year by the Department, typically in February, June (during residency), and October. The request to take the comprehensive examination must be submitted to the Coordinator in writing (email is fine) by the student at least two weeks prior to the date of the exam. The written portion of the exam will consist of a series of questions focusing on the core content of the Master's degree. Areas that will be covered include: (a) learning and cognition, (b) history and ethics, (c) cognition and instruction, and (d) statistics, research methodology, and measurement. Students can choose to take two of the four sections. In each of these sections students will be presented with a series of questions that will require the ability to integrate discipline knowledge, defend a position or argue against a presented thesis, explain a model or theory, make predictions based upon models and frameworks, describe best practices, etc.

Students have four hours to complete each of the two sections they choose, during one of the four designated exam times: typically 8-noon or 1-5pm on a Thursday or Friday (Friday or Saturday during residency). Each section can be taken at two separate times of the year (February, June, or October) or during the same period. Once the examination begins, students will not be allowed to leave the testing area or interact with anyone other than exam proctors. Students may use computers to type their answers but all media devices are subject to inspection prior to the examination. Students at a distance may complete the exam with the appropriate proctors present at an approved site. Revealing/discussing questions with others after the exam will be considered a violation of the academic honesty standards. Grading is blind – all names are removed from student exams before being given to graders. Students should avoid identifying themselves in their answers. All written exams will be read and evaluated by at least two faculty members; in some cases a third reader will be required. Students failing any portion of the written exam will be required to take the failed portion(s) over again. A second failure may result in dismissal from the degree program.

Requirements for the Doctoral Degree

Course Requirements

Students must complete 60-75 (depending upon whether they are transferring into the University and whether they have completed a thesis) hours of coursework after the Master's degree in order to be eligible for the Ph.D. in Educational Psychology. The suggested curriculum is presented earlier in this document. One thing to keep in mind is that courses over 10 years old will not be counted toward completion of the doctoral degree. However, the Graduate School has a rule that courses that are a part of a completed Master's degree are not subject to the 10-year rule. Thus, at times, a student may want to include their older coursework as part of their Master's degree plan. If the age of your coursework is a potential issue, make sure you discuss this with your advisor when designing your degree plan.

Doctoral Comprehensive (Qualifying) Exams

The comprehensive written examinations for the doctoral degree occur during the same times of the year as the Masters comps. The request to take the comprehensive examination must be submitted to the Coordinator in writing (email is fine) by the student at least two weeks prior to the date of the exam. Students will be eligible to complete the doctoral comprehensive exams after they have completed the thesis and all coursework for the Ph.D., with the exception of 718 (dissertation credit). Students in the last semester of completing coursework are eligible to take the doctoral comprehensive exams.

In addition, prior to taking the written comprehensive examination, all students will be required to have submitted for publication at least one scholarly paper or to have presented research at one academic conference. Typically, this submission/presentation will be the outcome of a completed thesis. It is expected that the submission for publication will be the result of significant collaboration and oversight by a faculty member and that relationship will require significant scholarly contribution on the part of both the student and the faculty member. The collaborating faculty member will be responsible for written documentation of completion of this requirement. Such documentation should include a copy of the paper/presentation and specifics regarding submission for publication.

The doctoral comprehensive exams will consist of a written and oral exam. The written portion of the exam will consist of a series of questions focusing on the core content of the Master's degree. Areas that will be covered include: (a) learning and cognition, (b) ethics, history, principles of educational psychology, (c) cognition and instruction, and (d) statistics, research methodology, and measurement. In each of these areas students will be presented with a series of questions which will require the ability to integrate discipline knowledge, defend a position or argue against a presented thesis, explain a model or theory, make predictions based upon models and frameworks, describe best practices, etc. If students have previously passed the first two sections of their Master's degree written comprehensive exam, then these areas need not be repeated for doctoral comps. For students taking all areas, the written exam will be given over a two-day period. Once the examination over an area begins, students will not be allowed to leave the testing area or interact with anyone other than exam proctors. Revealing or discussing questions with others after the exam will be considered a violation of the academic honesty standards. Students at a distance may complete the exam with the appropriate proctors present at an approved site. Students may use computers to type their answers but all media devices are subject to inspection prior to the examination. Grading is blind – all names are removed from student exams before being given to graders. All written exams will be read and evaluated by at least two faculty members; in some cases a third reader will be required. Students failing any portion of the written exam will be required to take the failed portion(s) over again. A second failure may result in dismissal from the degree program.

After successful completion of the written comprehensive exam (all four of the sections), the student is eligible for the oral examination. This will be a public display of a student's knowledge, competence, and ability to respond to a variety of questions concerning their discipline. Prior to the oral examination, students are required to provide a 15-20 page typed literature review describing a selected area of research interest and knowledge. It is most sensible for this area to be a precursor to one's dissertation proposal. However, it should be emphasized that the oral examination is not a proposal pre-defense. Students will be examined on factual and theoretical knowledge, not on the methodological particulars of a research study. The oral examination will be open to all faculty and graduate students and will typically last 1-2 hours. While the oral exam is comprehensive in scope, the area(s) of research interest described will provide a focus for some of the oral exam questions and discussion. If the student's advisory committee recommends approval of the oral exam, then the student will have passed the comprehensive examinations and become a candidate for the doctoral degree. After completing comprehensive exams and becoming a degree candidate, students must continuously enroll for dissertation credit during the fall and spring semesters (and during the summer terms if they are actively working with a faculty member). The Dean of the Graduate School will notify the student of his/her admission to candidacy after successfully completing the written and oral qualifying exams.

Dissertation Committee, Proposal, and Final Defense

A doctoral committee can be formed any time after the student has successfully proposed and defended their thesis. Requests for formation of the dissertation committee should be submitted in writing (email is fine) to the Coordinator of the Educational Psychology program. This request, if approved, will then be reviewed by the Department Head and the Graduate School. The committee should be composed of three members of the Psychology faculty and one additional faculty member who is not a Psychology faculty member from the Department. After the dissertation committee is formed and a chairperson selected, the chairperson shall assume the duties of the faculty advisor, and the departmental dissertation committee shall become the student's advisory committee.

A candidate must present a dissertation that is acceptable to the student's dissertation committee and the Dean of the Graduate School. To be acceptable, the dissertation must give evidence that the candidate has pursued a program of theory- or model-based research, the results of which were empirically-tested and reveal superior academic competence and a substantive contribution to discipline knowledge and understanding. The candidate should obtain from the Graduate School instructions describing the requirements for scheduling, preparation, approval, and submission of theses and dissertations (<http://web.tamu-commerce.edu/academics/graduateSchool/default.aspx>). In addition, students should check with the College of Education and Human Services for any dissertation requirements that are specific to that College.

The format for writing a dissertation must follow the guidelines of the current *APA Publication Manual* and the Graduate School. Regardless of previous registrations, current Graduate School policy requires that the student must be registered for PSY 718 each semester they are receiving advice and assistance from a member of the faculty in the preparation of his/her dissertation or while utilizing university facilities for dissertation work. When admitted to candidacy, continuous enrollment for dissertation is required and a reduced fee for PSY 718 may be approved by the Registrar's Office.

Proposals will be presented in a public meeting before all members of the departmental graduate faculty (if available). Specific dates and times for presentations are reserved by the Department during each semester. Chairpersons should schedule the proposal at least two weeks prior to the date of the presentation. Exceptions to this schedule may be requested via the Coordinator. Prior to scheduling the proposal, all faculty members of the student's advisory committee should indicate to the Department Head that the student's proposal is ready for presentation to the faculty. In addition, relevant methodology and protection of human subjects (consent) portions of the proposal must be reviewed and approved by the departmental Ethics Committee and the University Protection of Human Subjects Committee (IRB Board). Students are required to provide a written copy of the proposal to all faculty members and the Dean of the College at least one week prior to the proposal presentation. The proposal should include verification that the research has been reviewed and approved by the Protection of Human Subjects Committee and the IRB. It is recommended that a copy of the proposal also be provided to the Graduate School representative prior to the time of the proposal. At the same time, a copy should be placed in the office for inspection and review by any interested parties. Oral presentation of the proposal is open to all faculty and graduate students. If the proposal is judged to be acceptable by the dissertation committee, the Dean of the College of Education and Human Services, and the Dean of Graduate Studies and Research, then the student will be able to begin data collection and subsequent completion of the dissertation. If the proposal is judged unacceptable, the student may be required to modify the proposal and present the proposal again or completely redo the proposal.

A final comprehensive oral examination in defense of the dissertation will be administered upon completion of the dissertation. This examination is open to all faculty members and students. This final

oral examination is given only after all coursework and dissertation requirements have been fulfilled and upon recommendation of the candidate's dissertation committee. After successful completion of the dissertation defense, a copy or copies of the dissertation should be submitted to the Graduate School for review. Please consult the Graduate School (<http://web.tamu-commerce.edu/academics/graduateSchool/graduateForms.aspx>) for specific requirements concerning timelines, forms, final copies, library requirements, abstracts, copyright, formatting, and other issued related to submission of the dissertation to the Graduate School.

Graduate Assistantships and Scholarships

A limited number of graduate assistantships, teaching assistantships, and scholarships are available for students enrolled in graduate studies in Psychology. Appointment as a teaching assistant requires completion of 18 graduate hours in Psychology prior to appointment. Applications for assistantship positions may be obtained from the departmental Secretary. Graduate assistants and assistant instructors are required to take two to four and one-third courses (not to exceed 13 semester hours), in addition to courses taught or other work assignments. Additionally, scholarships are available annually at the Department level, the College level, and the University level. Graduate assistantships, teaching assistantships, and some scholarships allow for a reduction of out-of-State tuition rates to in-State rates.

General Academic Information and Policies

Registration: Students can register in person at the Registrar's Office (BA170) or online by accessing MyLeo (<https://leo.tamu-commerce.edu/login.aspx>).

Dropping a Course: A drop/add sheet for courses to be dropped or added may be obtained at the Registrar's Office or by calling (903) 886-5102. The student must obtain approval from the Department and the instructor. The drop/add sheet is returned to the Registrar's Office. After the 4th class day the form must also be signed by the Dean of Graduate Studies and Research. Drop/add deadlines are found in the *Graduate Catalog* and the *Schedule of Classes*.

Withdrawing from School: A student leaving the University before the end of a semester for which he/she is registered must clear his/her record by filing an application for voluntary withdrawal in the Office of the Dean of Students.

Refund Policy: The Refund Schedule for dropped courses is listed in the catalog. There is no refund for courses dropped after the 12th class day.

Good Standing Rule: Entering students who have been fully admitted will be considered in good standing and will remain in good standing as long as a 3.0 GPA is maintained without any other Graduate School or University restrictions. See the section on Academic Probation, Retention, and Suspension from Graduate Programs.

Grade Changes: A faculty member may submit a petition to the Department Head requesting that a grade be changed for a student in a course that the faculty member has taught. The request must be based on an acceptable rationale such as error in calculating the grade or error in grading an assignment. The petition must be submitted during the twelve-month period immediately following the term when the course was taken and the grade given. The form used for the changes can be

accessed on the VPAA's web page (http://www.tamu-commerce.edu/administration/provost_vp_academic_student_affairs/) and submitted to the Graduate School with the appropriate signatures.

Incomplete Coursework: When a student, due to events out of his/her control, cannot attend class during the last three weeks of the semester an instructor may assign a grade of X. When an instructor gives a grade of X, a plan of completion must also accompany the grade. The instructor is then responsible for accepting and processing the late coursework and submitting the grade to the Registrar by the end of the following semester. Grades of X for any spring semester are due December of that year. If a grade is not turned in by the deadline, the X becomes an F.

Removal of an X or incomplete grade: When a student has completed the requirements for a course, the instructor must submit a removal of X form to the Registrar's Office.

Extension of X or incomplete grade: Under certain circumstances, an X grade may be extended provided a request is made to the Dean of Graduate Studies and Research. Reasons for the extension and a time of completion should be included in the request.

Student's Appeal of Instructors Evaluation: Students challenging a final grade must show that the instructor's judgment was unfair (e.g., standards different from those applied to other students in the same course section, or a substantial, unreasonable, and unannounced departure from previously articulated standards or the syllabus).

Academic Probation, Retention, and Suspension from Graduate Programs: Students are expected to maintain a 3.0 GPA. Depending on the admission status, a student who has a GPA below a 3.0 is subject to suspension or probation. No more than three courses with a grade of C will be counted toward a Master's degree. A student receiving a grade of C or lower in four graduate courses will be suspended and will not be allowed to pursue further graduate study at this institution for six years. This provision applies to all courses taken, including duplicated courses, drop/fail courses and courses where an X has changed to F. All courses completed while the student is on probation and those completed upon enrollment following suspension must be appropriate to the degree sought. A student on academic suspension may, after the suspension period, be allowed to re-enroll only upon the recommendation of the major Department and with the approval of the Graduate Dean. Failure to achieve an overall 3.0 GPA during any subsequent semester of enrollment will result in suspension, and the student will not be allowed to pursue further graduate study in a degree program for six years.

Reinstatement to a Degree Program: Students who have served at least two years and one semester of suspension are eligible to petition for reenrollment. The petition should be sent to the Dean of Graduate Studies and Research. A student must explain how the situation is different and present a plan for success if readmitted.

Non-Degree Status after Suspension: Students who have been suspended may enroll with a non-degree admission status. Courses taken in a non-degree suspension status will not apply to a Master's degree. The courses will, however, apply to certification. Each student will have to sign a form with the understanding that coursework taken will not apply to a degree.

Old Coursework: Students may have grades over ten years old removed from their GPA. The student needs to send a letter to the Graduate Dean requesting permission to remove old grades from calculation of their GPA. Upon approval of the request, courses and grades will remain on the transcript, but grades will not be calculated in the GPA.

University Attendance Policy

Students are responsible for learning about and complying with the attendance policy stated in the catalog, Student's Guidebook, and/or faculty syllabus. In general, students are expected to be present for all class meetings of any course for which they are enrolled. Students are responsible for requesting makeup work when they are absent. They will be permitted to make up work for absences that are considered by the faculty member to be excusable. The student is responsible for providing the faculty member reason(s) for his/her absence. The faculty member then determines the validity of the reason(s) for the absence and whether the student is to be excused for the absence. Faculty members may consider the following reasons for absence as excusable.

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

The method of making up this work shall be determined by the faculty member. A record of excused and unexcused absences will be maintained by a faculty member for reference because certain financial assistance and other programs may require attendance records. When requested by the student, teachers will inform the student who has been absent whether the makeup work is allowed and whether absences jeopardize the student's standing in a class.

If a student believes the final grade is unfairly impacted by attendance requirements, an appeal can be made. This appeal process is explained in "Student's Appeal of Instructor's Evaluation" (Rule 13.02.99.R14).

Standards for Student Behavior

The faculty in the Department adhere to the APA Ethical Standards of Psychologists (<http://www.apa.org/ethics/>), and it is understood that students will become familiar with those standards and conduct themselves in accordance with them at all times. In addition, all students and graduate faculty in the Department are expected to demonstrate:

- a democratic attitude that respects the worth, uniqueness, and potential for growth and development of all individuals
- personal stability, ethical behavior, and respect for the confidentiality of privileged information
- a personal manner in which responsibilities are discharged in a cooperative and conscientious fashion
- productive and cooperative work relationships that display motivation, independence, and

adaptability

- a commitment to continuing personal and professional growth characterized by participation in professional organizations, scholarly productivity, academic honesty, and personal integrity

All students and graduate faculty in the doctoral program are expected to act in accordance with the ethical standards for the profession. The Department reserves the right to suspend or remove any student who, in the judgment of a duly constituted departmental committee, fails to maintain these standards or who does not meet the professional expectations of the discipline.

The University, and thus the Department, regard the following as illustrations of misconduct by individuals or groups, which may result in review by the appropriate disciplinary agencies:

(1) “Academic Cheating and Plagiarism.” The university will not condone plagiarism in any form. The faculty, administration, and students are expected to uphold and support the highest academic standards in this matter. Plagiarism is handled initially by the instructor. If the instructor feels the problem warrants more attention, it should then be pursued through the Department Head. If the Department Head wishes, it should be brought to the attention of the Dean of the College for study and review before meeting with the standing University Discipline Committee.

(2) “Furnishing false information to the University.”

(3) “Forgery, alteration, unauthorized possession or misuse of University documents, records, identification cards or existing copyright laws. This would include faculty publications and laboratory materials related to the educational process.”

(4) “Malicious destruction, damage, unauthorized possession or misuse of University property, including library and laboratory materials, or of private property on the campus.”

(5) “Participating in hazing, acts which are degrading or injurious, or acts in which another is held against his/her will.”

(6) “Abuse, whether physical, mental or otherwise, of another person in the University community, including members of the administration, faculty, staff, the student body and citizens of Commerce.”

(7) “Possession, consumption, sale, manufacture or furnishing of alcoholic beverages on University property is prohibited, except in those areas of University housing where possession and consumption is allowed (Ref. University Housing Policy) and where possession and consumption are allowed by Board of Regents’ Policy C-5.”

(8) “Possession, consumption, sale or manufacture of illicit drugs and narcotics, including marijuana, and drug paraphernalia.”

(9) “Disorderly conduct which inhibits or interferes with the educational responsibility of

the University community or the University's social-educational activities.”

(10) “Malfeasance or misuse of elective or appointive office in a student organization, which is detrimental to the organization, its members, or the welfare of the University Community.”

(11) “Violation of visitation and/or closing hours as recommended by the living-group governmental bodies and approved or established by the University administration.”

(12) “Possession of weapons on University property; for example, knives (in threatening or violent manner), firearms, explosives, incendiary bombs, etc. (interpretation of this policy may be obtained from the University's Police Department.)”

(13) “Violation of local, state and federal laws on or off campus.”

(14) “Recurring incidents which are in violation of University policies and/or other such persistently irresponsible behavior that brings into question the student's serious intent to pursue an education.”

(15) “Failure to respond to a summons by letter, telephone call, or personal messenger from a University administrative official or faculty member.”

(16) “Failure to meet financial obligations incurred by the student to the University.”

(17) “Theft or unauthorized possession of student property, including textbooks.”

(18) “Enter a University building without authorization.”

(19) “Sexual or racial harassment.”

(20) “Sexual assault.”

(21) “Such other violations of policies included in official publications of the University; for example, the University catalog, traffic regulations brochure, intramural catalog, etc.”

Appendix A: Sources of Information on the Protection of Human Subjects, Professional Codes of Conduct, Institutional Review Boards, and Plagiarism

<http://www.tamu-commerce.edu/gradschool/research/researchfiles/irb.html>

The TAMU-Commerce Graduate School website for the University IRB. This is where you can download the IRB Submission and Protocol Forms.

All Graduate students conducting research also need to conduct a thorough set of online training modules prior to beginning data collection:

<http://web.tamu-commerce.edu/academics/graduateSchool/humanSubjectsTraining.aspx>

<http://www.hhs.gov/ohrp/>

This is the definitive site for information on IRB's and related resources, such as the Belmont Report, Code of federal Regulations (Title 45-Public welfare, Department of Health and Human Services, National Institutes of Health-Office for Protection from Research Risks, Part 46-Protection of Human Subjects), Institutional Review Board (IRB) Guidebook, and more.

<http://www.apa.org/ethics/>

American Psychological Association Ethics Office—downloadable copies of the Ethical Principles of Psychologists and Code of Conduct

APPENDIX B

University Resources Available to Students

Services Available through the Library

The James G. Gee Library (903-886-5718) is the academic center of campus. The online catalog provides access to the library's collection containing over 1.8 million monographs, periodicals, microforms, and other processed materials including non-print media. The University has been a depository for federal government publications since 1938 and for Texas state documents since 1963. To access the library visit www.tamu-commerce.edu/library/

Services Available through Administrative Offices

ID Service: Student IDs are made in the Memorial Student Center on the second floor. Scheduled times are posted for other campuses.

Parking: Vehicles parked on the University campus must have a parking permit. Permits are purchased at the University Police Station located between Binnion and Henderson Buildings on Monroe Street on the east side of campus.

University Police: This office provides police services and all security functions for the University. The Department is responsible for parking and enforcement of motor vehicle laws. Officers of the Department are certified by the State of Texas as commissioned peace officers and have full law enforcement authority.

Map of Campus: Downloadable pdf at web.tamuccommerce.edu/aboutus/theCampus/campusMap.pdf

University Counseling Center: Appointments may be scheduled in person or by phone during office hours. The Counseling Center is open Monday through Friday, from 8:00 am to 6:00 pm. Appointments are scheduled in 45-minute intervals with the first appointment beginning at 8:15 am and the last at 5:15 pm. Standing appointments are scheduled for those needing specific appointment times.

Student Services Building, Room 204.
903-886-5145 (Day) 903-886-5868 (After Hours/Emergencies).

Morris Recreation Center: Information concerning the University's recreation center can be accessed at: <http://www.tamu-commerce.edu/reccenter/>

Memorial Student Center (new in 2009): Services available at the student center include arcade room, candy counter, fax machine, game room (e.g., pool, ping pong), TV lounge, coffee shop, and cafeteria.

Appendix C

Checklists for Degree Completion

Students enter the Ph.D. program at different points and have some different options upon entering, therefore presented here are four different checklists. If you are not sure which one is appropriate for you, check with the coordinator of the program.

Checklist One: Entering the program without a Master's degree in hand, thesis option.

Start Master's level coursework	_____
Formation of a committee	_____
Thesis proposal defense	_____
Continuation/Completion of coursework	_____
Thesis defense	_____
Master's level comprehensive exam	_____
Doctoral level coursework	_____
Doctoral level written comprehensive exam	_____
Doctoral level oral comprehensive exam	_____
Dissertation proposal*	_____
Dissertation defense	_____

*Students should discuss potential dissertation topics as soon as they have defended their thesis. However, students cannot officially propose a topic until all comprehensive exams have been passed.

Checklist Two: Entering the program without a Master's degree in hand, non-thesis option.

Start Master's level coursework	_____
Formation of a committee	_____
Completion of Master's coursework (including 595)	_____
Master's level comprehensive exam	_____
Thesis proposal defense	_____
Thesis defense	_____
Doctoral level coursework	_____
Doctoral level written comprehensive exam	_____
Doctoral level oral comprehensive exam	_____
Dissertation proposal*	_____
Dissertation defense	_____

*Students should discuss potential dissertation topics as soon as they have defended their thesis. However, students cannot officially propose a topic until all comprehensive exams have been passed.

Checklist Three: Entering program with Master’s Degree and completed thesis in hand

- Doctoral level coursework _____
- Doctoral level written comprehensive exam _____
- Doctoral level oral comprehensive exam _____
- Dissertation proposal* _____
- Dissertation defense _____

*Students should discuss potential dissertation topics as soon as they have defended their thesis. However, students cannot officially propose a topic until all comprehensive exams have been passed.

Checklist Four: Entering program with Master’s Degree, but without completed thesis

- Begin Doctoral level coursework _____
- Thesis proposal defense _____
- Thesis defense _____
- Complete Doctoral level coursework _____
- Doctoral level written comprehensive exam _____
- Doctoral level oral comprehensive exam _____
- Dissertation proposal* _____
- Dissertation defense _____