

ARKANSAS TECH UNIVERSITY

2006-2007 GRADUATE CATALOG

RUSSELLVILLE, ARKANSAS

WWW.ATU.EDU

Accreditation

Arkansas Tech University is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools, 30 N. LaSalle Street, Suite 2400, Chicago, Illinois 60602. (312) 263-0456.

Program Accreditations

AACSB International – The Association to Advance Collegiate Schools of Business
600 Emerson Road, Suite 300
St. Louis, MO 63141-6762
(314) 872-8481

The School of Education at Arkansas Tech University is accredited by the National Council for Accreditation of Teacher Education.

2010 Massachusetts Avenue NW, Suite 500
Washington, DC 20036
(202) 466-7496

This accreditation covers the institution's initial teacher preparation and advanced educator preparations programs.

National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21
Reston, VA 20190
(202) 466-7496

National League for Nursing Accrediting Commission
61 Broadway-33rd Floor
New York, NY 10006
(703) 437-0700

Commission on Accreditation for Health Informatics and Information Management Education
(Health Information Administrator)
C/O AHIMA
233 N. Michigan Avenue
Suite 2150
Chicago, IL 60601-5800
(312) 233-1131

Engineering Accreditation Commission of the
Accreditation Board for Engineering and Technology
111 Market Place, Suite 1050
Baltimore, MD 21202
(410) 347-7700

American Chemical Society
1155 16th Street NW
Washington, DC 20036
(202) 872-4600

National Recreation and Park Administration Council on Accreditation
22377 Belmont Ridge Road
Ashburn, VA 20148
(703) 858-2150

Commission on Accreditation of Allied Health Education Programs
(Medical Assistant)
35 East Wacker Drive, Suite 1970
Chicago, IL 60601-2208
(312) 553-9355

American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions Officers
AACSB International-The Association to Advance Collegiate Schools of Business
American Society for Engineering Education
American Association of State Colleges and Universities
Conference of Southern Graduate Schools
Council for the Advancement and Support of Education
Council on Hotel, Restaurant and Institutional Education
Mathematical Association of America
NAFSA: Association of International Educators
National Association of College Admissions Counselors
National Association of Schools of Music
National Association of Student Personnel Administrators
National Collegiate Athletic Association
National Commission on Accrediting
National Council on Rehabilitation Education
National League for Nursing
National Recreation and Park Association

National Institutional Memberships

Students are urged to acquaint themselves with this catalog thoroughly. It sets forth policies and procedures for enrolling and successfully completing the various programs of study.

The basic responsibilities of selecting a major field, enrolling in the prescribed courses of study in the field, and complying with the University's requirements for graduation rest with the student; however, University personnel will assist the student with problems encountered. Further assistance is offered in the form of capable departmental advisors, a full-time guidance and counseling service, and an appropriate graduation check list to serve as a reminder of the various graduation requirements.

Enrolling In College

For More Information

General Information	Area Code: (479) 968-0389
Academic Advising Center	964-0843
Academic Affairs Office	968-0319
Admission Office	968-0343
Alumni Office	968-0242
Director of Athletics	968-0345
Business Office	968-0300
Community Education Office	968-0318
Counseling Office	968-0329
Disabilities Coordinator	964-3230
	TDD 964-0536
Financial Aid	968-0399
	TDD 968-0224
Graduate School	968-0398
Health and Wellness Center	968-0329
President's Office	968-0237
Professional Development Institute	968-0397
Public Safety	968-0222
Registrar's Office	968-0272
Student Accounts	968-0271
Student Services	968-0239
University Testing Center	968-0302
Student Housing	968-0376
Tucker Coliseum	968-0337

Arkansas Tech University does not discriminate on the basis of race, color, sex, national origin, or disability in any of its policies, practices, or procedures. This includes, but is not limited to, admissions, employment, financial aid, or educational services. Arkansas Tech University complies with all applicable state and federal laws including, but not limited to, Title VI and Title VII of the Civil Rights Act of 1964 as amended, the Age Discrimination in Employment Act of 1967 as amended, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act Amendments of 1974, the Civil Rights Restoration Act of 1987, the Americans with Disabilities Act of 1990, and the Civil Rights Act of 1991.

It is the policy of Arkansas Tech University to maintain the University Community as a place of work and study for staff, faculty, and students free of harassment, to include sexual and gender harassment and all forms of sexual intimidation and exploitation. All students, staff, and faculty should be aware both that the University is concerned and prepared to take action to prevent and correct such behavior. The determination of what constitutes sexual harassment will vary with the particular circumstances, but it may be described generally as unwanted sexual behavior, such as physical contact and verbal comments or suggestions which adversely affect the working or learning environment of others. Anyone who is subjected to offensive sexual behavior is encouraged to pursue the matter through the established informal or formal grievance procedures. Generally the informal procedures afford an opportunity to explore a problem and consider alternative means for its resolution.

A copy of the annual budget is available in the Ross Pendergraft Library and Technology Center. A copy of the annual financial report is available from the Office of the Vice President for Administration and Finance in Room 207 of the Administration Building.

The provisions of this catalog are subject to change without notice and do not constitute an irrevocable contract between any student and Arkansas Tech University.

ACADEMIC CALENDAR

2006 - 2008

Summer Session 2006

First Term

Late registration for first term	June 5 - 6
Classes begin	June 5
Last day to register and add courses/change sections	June 6
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	June 9
Preregistration for freshmen for fall semester	May through August
Last day to drop courses with a "W" or change from credit to audit	June 30
Holiday	(Tuesday) July 4
First term ends	July 7

Second Term

Late registration for second term	July 10 - 11
Classes begin	July 10
Last day to register and add courses/change sections	July 11
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	July 14
Last day to drop courses with a "W" or change from credit to audit	August 4
Orientation and assessment activities	August 5 - 22
Second term ends	August 11

Fall Semester 2006

Registration	August 21 - 22
Classes begin	August 23
Last day to officially withdraw/drop courses with full reduction of tuition/fees	August 24
Last day to register and add courses/change sections	August 29
Labor Day holiday	September 4
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	September 27
Mid-term	October 12
Deadline for degree audit (transcript evaluation), December 2007 graduates	October 13
Assessment activities	October 28 - November 4
Preregistration for spring semester	November
Thanksgiving holidays	5:00 p.m., November 21 to 7:00 a.m., November 27
Last day to drop courses with a "W" or change from credit to audit	November 27
Last day of classes	December 7
Reading Day	December 8
Final examinations	6:00 a.m., December 11 to 3:00 p.m., December 15
Graduation	December 16

Spring Semester 2007

Registration	January 11 - 12
Martin Luther King Day Holiday	January 15
Classes begin	January 16
Last day to officially withdraw/drop courses with full reduction of tuition/fees	January 17
Last day to register and add courses/change sections	January 22
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	February 19
Mid-term	March 6
Deadline for degree audit (transcript evaluation), May 2008 graduates	March 9

Spring holidays	7:00 a.m., March 26 to 7:00 a.m., April 2
Deadline for degree audit (transcript evaluation), summer 2008 graduates	April 6
Assessment activities	April 7 - April 14
Preregistration for fall semester	April
Last day to drop courses with a "W" or change from credit to audit	April 20
Last day of classes	May 3
Reading Day	May 4
Final examinations	6:00 a.m., May 7 to 3:00 p.m., May 11
Graduation	May 12
Late registration for first term	June 4 - 5
Classes begin	June 4
Last day to register and add courses/change sections	June 5
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	June 8
Preregistration for freshmen for fall semester	May through August
Last day to drop courses with a "W" or change from credit to audit	June 29
Holiday	(Wednesday) July 4
First term ends	July 6
Late registration for second term	July 9 - 10
Classes begin	July 9
Last day to register and add courses/change sections	July 10
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	July 13
Last day to drop courses with a "W" or change from credit to audit	August 3
Orientation and assessment activities	August 4 - 21
Second term ends	August 10
Registration	August 20- 21
Classes begin	August 22
Last day to officially withdraw/drop courses with full reduction of tuition/fees	August 23
Last day to register and add courses/change sections	August 28
Labor Day holiday	September 3
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	September 26
Mid-term	October 11
Deadline for degree audit (transcript evaluation), December 2008 graduates	October 12
Assessment activities	October 27 - November 3
Preregistration for spring semester	November
Thanksgiving holidays	5:00 p.m., November 20 to 7:00 a.m., November 26
Last day to drop courses with a "W" or change from credit to audit	November 26
Last day of classes	December 6
Reading Day	December 7
Final examinations	6:00 a.m., December 10 to 3:00 p.m., December 14
Graduation	December 15

Summer Session 2007
(tentative)
First Term

Second Term

Fall Semester 2007
(tentative)

Spring Semester 2008 (tentative)

Registration	January 10 - 11
Classes begin	January 14
Last day to officially withdraw/drop courses with full reduction of tuition/fees	January 15
Last day to register and add courses/change sections	January 18
Martin Luther King Day Holiday	January 21
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	February 18
Mid-term	March 4
Deadline for degree audit (transcript evaluation), May 2009 graduates	March 7
Spring holidays	7:00 a.m., March 17 to 7:00 a.m., March 24 March 29 - April 5
Assessment activities	March 29 - April 5
Deadline for degree audit (transcript evaluation), summer 2009 graduates	April 4
Preregistration for fall semester	April
Last day to drop courses with a "W" or change from credit to audit	April 18
Last day of classes	May 1
Reading Day	May 2
Final examinations	6:00 a.m., May 5 to 3:00 p.m., May 9
Graduation	May 10

Summer Session 2008 (tentative)

First Term

Late registration for first term	June 2 - 3
Classes begin	June 2
Last day to register and add courses/change sections	June 3
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	June 6
Preregistration for freshmen for fall semester	May through August
Last day to drop courses with a "W" or change from credit to audit	June 27
First term ends	July 3
Holiday	(Friday) July 4

Second Term

Late registration for second term	July 7-8
Classes begin	July 7
Last day to register and add courses/change sections	July 8
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	July 11
Last day to drop courses with a "W" or change from credit to audit	August 1
Orientation and assessment activities	August 2-19
Second term ends	August 8

NOTE: The calendar for Weekend College classes or classes with unusual terms may differ from what is printed above. Please check with the instructor and/or the Registrar's Office for more information.

TABLE OF CONTENTS

Academic Calendar	1	Master of Science	
Administration	4	College Student Personnel	49
Graduate Faculty	8	Emergency Management	
General Information	12	and Homeland Security	51
Fees and Charges	17	Fisheries and Wildlife Science	53
Services for Students	21	Information Technology	55
Academic Information	25	Master of Arts	
Admission to		English	58
Graduate School	25	English with TESL Option	58
Second Master's Degree	27	History	60
Graduation Requirements	32	Multi-Media Journalism	63
Master of Education and		Psychology	65
Master of Science in Education	34	Spanish	68
Master of Education		Teaching English to Speakers	
Elementary Education	36	of Other Languages	70
Secondary Education	37	Master of Liberal Arts	72
Secondary Education English	37	Course Descriptions	74
Secondary Education Mathematics	38	Index	97
Secondary Education Physical Education	38		
Secondary Education Social Studies	39		
Secondary Education Instructional Technology	40		
Master of Education			
School Counseling and Leadership	42		
Educational Leadership	43		
Instructional Improvement	44		
Teaching, Learning, and Leadership	45		
Master of Science in Education			
Gifted Education	46		
Educational Specialist Degree	47		

ADMINISTRATION

W.R. "Bud" Harper. Fort Smith
Fritz P. Kronberger Russellville
Sean McDougal. Greenwood
Terry Rothwell Little Rock
Dean Wilburn. Harrison

Robert Charles Brown, 1993. President
B.A., Northwestern State University, 1967
M.A., Louisiana State University, 1969
Ph.D., Louisiana State University, 1976

Jack R. Hamm, 1972. Vice President for Academic Affairs
B.S., Arkansas Tech University, 1964
M.S., University of Missouri at Rolla, 1968
Ph.D., University of Missouri at Rolla, 1972

David C. Moseley, 1994 Vice President for Administration and Finance
B.B.A., University of Arkansas at Monticello, 1964
M.B.A., University of Central Arkansas, 1984

Gary M. Biller, 2000. Vice President for Student Services
B.S., Oklahoma State University, 1975
M.S., Oklahoma State University, 1976
Ph.D., University of Kansas, 1986

Jayne W. Jones, 1976. Vice President for Development
B.S., Arkansas Tech University, 1988
M.A., Arkansas Tech University, 2001

Phil Jacobs, 2005 Vice President for Governmental Relations
B.S., Arkansas Tech University, 1968

Michael Bogue. Retention Counselor
Tosha Bradley Director of Upward Bound Program
Brittney Brough Admissions Officer
Solmaz Bulut. Mental Health Counselor
Pat Chronister Director of Academic Services
Linda Clarke Director of Academic Advising Center
Fred W. Clayton. Director of Administrative Services
Philip Covington Dean of Students
Carolyn C. Crawford Director of University Testing/Disability Services
Patricia Cunningham. ATU Financial Analyst
Kelly Davis. Director of Corporate and Foundation Relations
Shauna Donnell. Assistant Vice President for Enrollment Management
Brent Drake Director of Development Services
Faye B. Drittler Accounting Supervisor
Diana J. Evans Assistant Registrar
Leanne Fender Director of Career Services
Debra Fithen Director of the Tech Loyalty Fund
Dennis Fleniken. Director of Center for Teaching and Learning

Board of Trustees

Administrative Officers

Administrative Staff

Jill Fountain Target School Liaison, Upward Bound Program
 Jerry Forbes Associate Dean of Students/Director of Retention Services
 Beth Foster Purchasing Agent
 Jimmy R. Fulmer Academic Advisor
 Shirley M. Goines Director of Student Aid
 Ben Greenberg Director of Sports Information
 Danette Heckathorn Associate Dean of Students/Director of Counseling Center
 Helen Hale Assistant Director of Housing Operations
 Luke Heffley Director of Special Projects
 Gary H. Hodges Controller
 Rob Hogan Coordinator of Greek Services and Spirit Squads
 Linda Johnson Director of Budget
 Marilyn Johnson Business Manager and Director of Student Accounts
 Pete Kelly Associate Dean of Students/Director of Student Life
 Stephen Kline Director of Arkansas Center for Energy, Natural Resources
 and Environmental Studies
 Jessica Lambert Associate Registrar
 Brian Lasey Academic Advisor
 Steve Lawrence Associate Dean of Students/Director of Public Safety
 R. Herman Luebker Director of Physical Plant
 Ricky Massengale Admissions Officer
 Julie Morgan Director of Alumni Relations
 Dana Moseley Director of Gift Planning
 Theresa Motley Assistant Director of Computer Services
 for Administrative Services
 Steve Mullins Director of Athletics
 Tommy L. Mumert Director of News Bureau
 Susie Nicholson Assistant to the President for University Relations
 Marsha Oels Assistant Registrar
 Donna Ogle English Language Institute Coordinator
 Brandy O'Neal Admissions Officer
 William A. Parton Director of Library
 Daniel Pearson Technology Specialist,
 Emergency Administration and Management Program
 Amy Pennington Director of International and Multicultural Student Services
 Thomas Pennington University Counsel
 Peggy Ramey Admissions Officer
 Tammy Rhodes Registrar
 Kelley Roach Coordinator of Intramural and Recreational Sports
 Michael B. Roys Director of Professional Development Institute
 Marty Sabolo Associate Dean of Students/ Director of Housing
 Anna Schumacher Assistant Director
 of International and Multicultural Student Services
 Merrell E. Shoptaw Director of Computer Services
 Kevin Solomon Assistant Dean of Students/Assistant Director of Housing
 Judith Stewart-Abernathy Director of Arkansas Tech University
 Museum of Prehistory and History
 Sam Strasner Director of Publications and Creative Services
 Ryan Taylor Coordinator of Information Services
 Tammy Thone Coordinator of College Success
 Brandi Tripp Associate Registrar
 Carol Trusty Associate Vice President for Administration and Finance
 David G. Underwood Associate Vice President for Academic Affairs
 Gail Vaughan Bookstore Manager

Alisa WaniewskiCoordinator of Recruitment and Academic Scholarships
Meshell Ward Alcohol and Other Drug Prevention Educator
Wyatt Watson Director of Institutional Research and Assessment
Kenneth D. Wester Assistant Director of Computer Services
for Networked Systems
Jasmine Wilson Retention Counselor/Affirmative Action Officer
Rita Woolf Director of Health and Wellness Center/Registered Nurse
Ernest Yang Academic Advisor
Steven W. Zimmer Director of Math and Science Institute

Academic Administration

School of Business

Thomas P. Tyler Dean
Pamela S. Carr Chair, Accounting Department
Kevin H. Mason Chair, Business and Economics Department

School of Community Education and Professional Development

Mary Ann Rollans Dean
Robert M. Schwartz Chair, Emergency Administration and Management

School of Education

C. Glenn Sheets Dean
David Bell Chair, Curriculum and Instruction Department
Gwen Morgan Director of Teacher Education Student Services
M. Annette Holeyfield Chair, Health & Physical Education Department
Mary Gunter Chair, Center for Leadership and Learning

School of Liberal and Fine Arts

Georgena D. Duncan Dean
Cathy Caldwell Chair, Art Department
W. Daniel Martin Chair, Behavioral Sciences Department
Carl W. Brucker Chair, English Department
Ursula Chandler Chair, Foreign Languages
and International Studies Department
V. Andy Anders Chair, Music Department
Micheal Tarver Chair, Social Sciences and Philosophy Department
Donna Vocate Chair, Speech, Theatre & Journalism Department

School of Physical and Life Sciences

Richard R. Cohoon Dean
Charles Gagen Chair, Biological Sciences Department
Rebecca Burris Chair, Nursing Department
Jeff Robertson Chair, Physical Sciences Department

School of Systems Science

John W. Watson Dean
William C. Hoefler Chair, Agriculture Department
Larry Morell Chair, Computer & Information Science Department
Ronald Nelson Chair, Electrical Engineering Department
John Krohn Chair, Mechanical Engineering Department
Donald Carnahan Chair, Mathematics Department
Theresa A. Herrick Chair, Parks, Recreation and Hospitality
Administration Department

Graduate School

Eldon G. Clary, Jr. Dean

GRADUATE FACULTY

The date after each name indicates the first year of appointment to this institution.

ROBERT W. ALLEN, 1981

Professor of Chemistry

B.S., University of Oklahoma, 1969;
M.S., University of Oklahoma, 1973;
Ph.D., University of Oklahoma, 1975.

VREGE AMIRKHANIAN, 1989

Associate Professor of Mathematics

B.S., Tehran University, 1969; M.S.,
Oklahoma State University, 1973;
Ph.D., Oklahoma State University,
1978.

VOLTA O. ANDERS, JR., 1968

Associate Professor of Music

Chair, Department of Music

B.A., Arkansas Tech University, 1967;
M.M., Northwestern University, 1968.

GARY W. BARROW, 1981

Professor of Music

B.M.E., North Texas State University,
1969; M.M., Catholic University of
America, 1973; Ph.D., North Texas
State University, 1982.

LINDA C. BEAN, 2000

Associate Professor of Business

B.S., Arkansas Tech University, 1973;
M.S.E., University of Central Arkansas,
1986; Ed.D., Oklahoma State
University, 1996.

C. DAVID BELL, 1988

Professor of Elementary Education

Chair, Department of Curriculum and Instruction

B.S., Arkansas Tech University, 1969;
M.Ed., University of Arkansas, 1972;
Ed.D., University of Arkansas, 1978.

ERICK J. BLANDON, 2001

Assistant Professor of Spanish

B.A., Universidad Nacional Autonoma
de Nicaragua, 1980; M.F.A., University
of Texas at El Paso, 1997; Ph.D.,
University of Pittsburgh, 2001.

ROBERT D. BOLEN, 1970

Professor of Speech

B.S., Southeast Missouri State
University, 1958; M.A., University of
Colorado, 1970; Ph.D., University of
Colorado, 1984.

CARL W. BRUCKER, 1984

Professor of English

Chair, Department of English

B.A., Rutgers University 1968; M.A.,
Rutgers University, 1976; Ph.D.,
Rutgers University, 1980.

CHARLES P. BUSCH, JR., 1986

Professor of Philosophy

B.A., Columbia University, 1971; M.A.,
University of Southern California, 1974;
Ph.D., University of Southern California,
1977.

JERRY CANERDAY, 1994

Assistant Professor of Geography

B.S., Arkansas Tech University, 1988;
M.A., University of Arkansas, 1991.

DONALD A. CARNAHAN, 1985

Professor of Mathematics

Chair, Department of Mathematics

B.A., Arkansas College, 1967; M.S.,
University of Arkansas, 1969; Ph.D.,
University of Arkansas, 1973.

TIM L. CARTER, 1998

Associate Professor of Curriculum and Instruction

B.S., Arkansas Tech University, 1989;
M.Ed., Arkansas Tech University, 1994;
Ph.D., University of Georgia, 1998.

E. URSULA CHANDLER, 1981

Professor of German

Chair, Department of Foreign Languages and

International Studies

B.S., Illinois State University, 1965;
Ph.D., Northwestern University, 1981.

ELDON G. CLARY, JR., 1967

Professor of Secondary Education

Dean of Graduate School

B.S.E., North Texas State University,
1962; M.Ed., North Texas State
University, 1964; Ed.D., North Texas
State University, 1968.

RICHARD R. COHOON, 1960

Professor of Geology

Dean, School of Physical and Life Sciences

B.A., Oklahoma City University, 1954;
M.S., University of Oklahoma, 1959;
Ed.D., Oklahoma State University,
1974.

RAYMOND E. COLE, 1970

Professor of Economics

B.S., Arkansas Tech University, 1969;
M.A., University of Arkansas, 1970;
Ph.D., University of Arkansas, 1976.

HAL D. COOPER, 1979

Associate Professor of Music

Director of Bands

B.M.E., Henderson State University,
1966; M.M.E., Henderson State
University, 1974.

KANDIS S. CROOM, 2001

Assistant Professor of School Counseling

B.A., Arkansas Tech University, 1971;
M.Ed., University of Arkansas, 1975;
Ed.D., University of Arkansas, 1997.

THOMAS A. DEBLACK, 1995

Associate Professor of History

B.A., Southern Methodist University,
1973; M.S.E., Ouachita Baptist
University, 1979; Ph.D., University of
Arkansas, 1995.

GEORGENA D. DUNCAN, 1975

Professor of History

Dean, School of Liberal and Fine Arts

B.A., University of Arkansas, 1966;
Ph.D., University of Liverpool, 1971.

PETER A. DYKEMA, 2001

Assistant Professor of History

B.S., Hope College, 1984; M.Div.,
Western Theological Seminary, 1987;
M.A., University of Arizona, 1989;
Ph.D., University of Arizona, 1998.

ERNEST J. ENCHELMAYER, 2005

Assistant Professor of English

B.A., University of Mississippi, 1993;
M.A., Arkansas State University, 1995;
Ph.D., Southern Illinois University,
2005.

ROGER FANG, 2001

Assistant Professor of Computer and Information

Science

B.Sc., National Chiao-Tung University,
1980; M.Sc., University of Florida,
1987; Ph.D., University of Florida, 1993.

DENNIS W. FLENIKEN, 1975

Professor of Secondary Education

Director of Center for Teaching and Learning

B.S., Louisiana Tech University, 1963;
M.S., Louisiana Tech University, 1966;
Ph.D., Louisiana State University, 1974.

KAREN L. FUTTERER, 1980

Associate Professor of Music

B.M., State University of New York at
Fredonia, 1975; M.M., North Texas
State University, 1980.

KENNETH T. FUTTERER, 1980

Associate Professor of Music

B.M., North Texas State University,
1975; M.M., North Texas State
University, 1980.

CHARLES J. GAGEN, 1990

Professor of Fisheries Biology

Chair, Department of Biological Sciences

B.S., University of Tennessee at Martin,
1983; M.S., Pennsylvania State
University, 1986; Ph.D., Pennsylvania
State University, 1990.

PAOLA GEMME, 2001

Assistant Professor of English

B.A., University of Genoa, 1989; Ph.D.,
Pennsylvania State University, 1998.

ANDREW GEYER, 2003*Assistant Professor of English*

B.A., University of Texas at Austin, 1988; M.F.A., University of South Carolina, 1992; Ph.D., Texas Tech University, 2003.

MARY B. GUNTER, 1998*Associate Professor of Educational Leadership Chair, Center for Leadership and Learning*

B.S.E., University of Arkansas, 1972; M.Ed., University of Arkansas, 1976; Ed.S., University of Arkansas, 1986; Ed.D., University of Arkansas, 1991.

JACK R. HAMM, 1972*Professor of Mathematics**Vice President for Academic Affairs*

B.S., Arkansas Tech University, 1964; M.S., University of Missouri at Rolla, 1968; Ph.D., University of Missouri at Rolla, 1972.

RUTH M. HARRISON, 1970*Associate Professor of English*

B.A., Saint Mary-of-the-Woods College, 1968; M.A., University of Tennessee, 1970.

MOSTAFA HEMMATI, 1983*Professor of Physics**Director of Undergraduate Research*

B.S., University of Meshad (Iran), 1973; M.S., University of Oklahoma, 1980; Ph.D., University of Oklahoma, 1983.

THERESA A. HERRICK, 1985*Professor of Recreation and Park Administration Chair, Department of Parks, Recreation, and Hospitality Administration*

B.S., Southwest Missouri State University, 1976; M.S., University of Missouri at Columbia, 1981; Ph.D., Clemson University, 1993.

DAVID HOELZEMAN, 2000*Associate Professor of Computer and Information Science*

B.S., University of Central Arkansas, 1988; Ph.D., Louisiana State University, 1993.

M. ANNETTE HOLEYFIELD, 1985*Professor of Physical Education**Chair, Department of Health and Physical Education*

B.S., Arkansas Tech University, 1976; M.Ed., Arkansas Tech University, 1977; Ph.D., University of Arkansas, 1997.

RICHARD A. IHDE, 2004*Assistant Professor of Emergency Administration and Management*

B.A., Arkansas Tech University, 1997; M.Ed., Arkansas Tech University, 2001.

SHELIA JACKSON, 1998*Associate Professor of Health and Physical Education*

B.S.E., Southern Arkansas University, 1981; M.Ed., University of Arkansas, 1984; Ph.D., Texas Women's University, 1988.

ELLEN J. JENKINS, 1997*Associate Professor of English**Director of Honors*

B.A., University of Texas at Dallas, 1977; M.A., University of North Texas, 1983; Ph.D., University of North Texas, 1992.

GEORGE P. JOHNSON, 1990*Associate Professor of Biology**Curator of Herbarium*

B.S., Western Kentucky University, 1978; M.S., Western Kentucky University, 1980; Ph.D., North Carolina State University, 1985.

SCOTT JORDAN, 1994*Associate Professor of Mathematics*

B.S., Southern Arkansas University, 1985; M.S., University of Arkansas, 1988; Ph.D., University of Southwestern Louisiana, 1994.

SEOK KANG, 2002*Assistant Professor of Journalism*

B.A., Sung Kyun Kwan University, 1994; M.A. Sogang University, 1997; M.A. Illinois State University, 1998; Ph.D., University of Georgia, 2001.

KEVIN T. KEAR, 2004*Assistant Professor of Health and Physical Education*

B.A., Ithaca College, 1974; M.S., Indiana State University, 1979; Ph.D., Ohio State University, 1983.

D. MICHAEL KEISLER, 1975*Professor of Mathematics*

B.A., University of Texas, 1966; Ph.D., North Texas State University, 1974.

CHRISTOPHER J. KELLNER, 1991*Professor of Wildlife Biology*

B.S., University of California at Berkeley, 1978; M.S., Eastern Kentucky University, 1985; Ph.D., University of Arkansas, 1990.

SCOTT W. KIRKCONNELL, 1981*Professor of Biology*

A.B., University of Illinois, 1973; A.M., Indiana University, 1976; Ph.D., Indiana University, 1978.

WILLIAM KIRKPATRICK, 1989*Assistant Professor of Physical Education*

B.S., Fort Hays State University, 1983; M.S., Fort Hays State University, 1985; Ed.D., University of Arkansas, 1991.

RICHARD A. KNIGHT, 1999*Associate Professor of Speech*

B.A., Seton Hall University, 1992; M.A., Bloomsburg University, 1993; Ph.D., University of Southern Mississippi, 2000.

DAVID W. KRUEGER, 1960*Associate Professor of History*

B.S., Memphis State University, 1958; M.A., Memphis State University, 1958.

PAUL S. LAKE, 1981*Professor of English*

B.S., Towson State University, 1975; A.M., Stanford University, 1979.

MICHAEL A. LINK, 1965*Associate Professor of History*

B.S., Henderson State University, 1962; M.S., Henderson State University, 1963; Ph.D., (History), Mississippi State University, 1966; Ph.D., (Philosophy and Religion), Protestant Faculty of Paris, 1976.

STANLEY D. LOMBARDO, 1977*Professor of English*

B.A., State University of New York at Buffalo, 1970; Ph.D., Indiana University, 1976.

W. DANIEL MARTIN, 2000*Associate Professor of Sociology**Chair, Department of Behavioral Sciences*

B.S., University of Central Arkansas, 1989; M.S., University of Central Arkansas, 1992; Ph.D., Oklahoma State University, 1996.

GEORGE E. McLELLAN, 1973*Associate Professor of Anthropology*

B.A., University of Oklahoma, 1962; M.A., University of Colorado, 1967; Ph.D., University of Colorado, 1969.

DAVID J. MIDDLETON, 1998*Associate Professor of Computer and Information Science*

B.S., University of Sydney, 1979; Ph.D., University of North Carolina at Chapel Hill, 1986.

JEFFREY A. MITCHELL, 1994*Associate Professor of Philosophy*

B.A., Whitman College, 1986; M.A., Vanderbilt University, 1990; Ph.D., Vanderbilt University, 1993.

JOHNETTE MOODY, 1997*Assistant Professor of Computer and Information Science*

B.S., Arkansas Tech University, 1994; M.Ed., Arkansas Tech University, 1996.

LARRY J. MORELL, 1998*Professor of Computer and Information Science**Chair, Department of Computer and Information Science*

B.A., Duke University, 1974; M.S., Rutgers University, 1976; Ph.D., University of Maryland, 1983.

GWEN MORGAN, 1984*Professor of Elementary Education**Director of Teacher Education Student Services*

B.S., Texas A & I University, 1971; M.Ed., Mississippi State University, 1977; Ed.D., University of Georgia, 1990.

ARDITH A. MORRIS, 1982

*Professor of Speech/Theatre
Theatre Director*

B.A., University of the Ozarks, 1973;
M.A., University of Arkansas, 1975;
Ph.D., Northwestern University, 1989.

JAMES L. MOSES, 1999

Associate Professor of History

B.A., Louisiana State University at
Shreveport, 1986; M.A., University of
New Hampshire, 1989, Ph.D., Tulane
University, 1997.

HANNA E. NORTON, 2001

Assistant Professor of Journalism

A.B.J., University of Georgia, 1994;
M.A., University of Georgia, 1998;
Ph.D., University of Georgia, 2001.

THOMAS E. NUPP, 1997

Associate Professor of Wildlife Biology

B.S., The Pennsylvania State
University, 1987; M.S., Auburn
University, 1992; Ph.D., Purdue
University, 1997.

DAVID M. OSBURN, 2000

Associate Professor of Psychology

B.A., University of Arizona, 1979;
M.Ed., Wichita State University, 1987;
M.A., Wichita State University, 1999;
Ph.D., Wichita State University, 2000.

PHILIP D. PARKER, 1977

Associate Professor of Music

B.M., Wichita State University, 1975;
M.M., Indiana University, 1977.

PAULA B. PENDERGRASS, 1992

Professor of Biology

B.S.E., Southwest Missouri State
University, 1968; M.A., Southwest
Missouri State University, 1970; Ph.D.,
Washington State University, 1974.

HARVEY L. PHILPOTTS, III, 1993

Professor of English

B.A., University of Virginia, 1977; M.A.,
University of Virginia, 1979; Ph.D.,
University of Delaware, 1991.

RANDY POWELL, 2003

Assistant Professor of Leadership and Learning.

B.Med., University of Oregon, 1976;
M.S., University of Oregon, 1989;
Ph.D., University of Oregon, 1990.

SUSAN POZNAR, 1993

Professor of English

B.A., Brandeis University, 1980; M.A.,
Duke University, 1982; Ph.D., Duke
University, 1989.

BYRA L. RAMSEY, 2000

Associate Professor of Early Childhood Education

B.S., University of Arkansas, 1966;
Ph.D., Mississippi State University,
1999.

MICHAEL K. RITCHIE, 1989

Professor of English

B.A., University of Cincinnati, 1969;
M.F.A., University of Iowa, 1975;
M.S.L.S., University of Kentucky, 1979;
Ph.D., Bowling Green State University,
1986.

CAREY M. ROBERTS, 2000

Associate Professor of History

B.A., University of Southern Mississippi,
1993; M.A., University of South
Carolina, 1995; Ph.D., University of
South Carolina, 1999.

JEFF W. ROBERTSON, 1997

Associate Professor of Astrophysics

Director of Astronomical Observatory

Chair of Department of Physical Science

B.S., University of Kansas, 1989; M.S.,
San Diego State University, 1991;
Ph.D., Indiana University, 1995.

RONALD D. ROBISON, 1988

Associate Professor of Computer and Information

Science

B.S., Iowa State University, 1970; M.S.,
University of Southern California, 1975.

SARAH H. ROBISON, 1989

Associate Professor of Computer and Information

Science

B.S., University of Arkansas at
Monticello, 1978; M.Ed., Southern
Arkansas University, 1982; M.S., Nova
Southeastern University, 1994.

MARY ANN ROLLANS, 1980

Associate Professor of Secondary Education

Dean, Community Education and Professional

Development

Affirmative Action Officer

B.A., Arkansas Tech University, 1968;
M.S.E., University of Central Arkansas,
1974; Ed.D., University of Arkansas,
1986.

EARL F. SCHROCK, Jr., 1971

Professor of English

B.A., Arkansas Tech University, 1966;
M.A., University of Arkansas, 1968;
Ph.D., University of Arkansas, 1980.

C. GLENN SHEETS, 1990

Professor of Elementary Education

Dean, School of Education

B.S.E., Henderson State University,
1971; M.S.E., Henderson State
University, 1975; Ed.D., University of
Arkansas, 1978.

REBECCA A. SHOPFNER, 2000

Associate Professor of Teaching and Learning

B.S.E., University of Central Arkansas,
1973; M.Ed., Arkansas Tech University,
1986; Ed.D., University of Arkansas,
1999.

KENNETH W. SHORES, 1985

Associate Professor of Mathematics

B.S., Arkansas Tech University, 1970;
M.S., University of Arkansas, 1972.

STEPHEN A. SHRY, 1975

Professor of Psychology

B.S., Michigan State University, 1963;
M.A., Southern Illinois University, 1965;
Ph.D., Oklahoma State University,
1968.

V. CAROLE SMITH, 2004

Assistant Professor of Middle Level Education

B.M., University of Arizona, 1969; M.M.,
University of Arizona, 1972; M.Ed.,
University of Arizona, 1980; Ph.D.,
University of Arizona.

SAMMIE P. STEPHENSON, 1999

Assistant Professor of Elementary Education

B.A., Henderson State University, 1963;
M.S.E., University of Central Arkansas,
1969; Ed.D., University of Arkansas,
1995.

LESLIE C. STEWART-ABERNATHY, 1989

Professor of Anthropology

Arkansas Archeological Survey

B.A., Arkansas State University, 1970;
M.A., Brown University, 1974; Ph.D.,
Brown University, 1981.

JOSEPH N. STOECKEL, 1992

Professor of Fisheries Biology

Director, Fisheries and Wildlife Biology Program

B.A., Southern Illinois University at
Carbondale, 1978; M.A., Southern
Illinois University at Carbondale, 1985;
Ph.D., Virginia Polytechnic Institute and
State University, 1993.

ROBERT SCHWARTZ, 2005

Associate Professor of Emergency Administration

and Management

Chair, Department of Emergency Administration and

Management

B.A., University of Florida, 1974; M.S.,
Mississippi State University, 1997;
Ph.D., Kent State University, 2001.

H. MICHAEL TARVER, 2002

Associate Professor of History

Chair, Department of Social Sciences and

Philosophy

B.A., The University of Louisiana at
Lafayette, 1983; M.A., The University of
Louisiana at Lafayette, 1990; Ph.D.,
Bowling Green State University, 1995.

L. KIM TROBOY, 2002

Associate Professor of Management Information

Systems

B.S., Arkansas Tech University, 1980;
M.B.A., University of Arkansas, 1987;
Ph.D., University of North Texas, 1997.

THOMAS P. TYLER, 1967

Professor of Economics

Dean, School of Business

B.A., Hendrix College, 1965; M.B.A.,
University of Arkansas, 1967; Ph.D.,
University of Arkansas, 1980.

DAVID G. UNDERWOOD, 2001*Professor of Education**Associate Vice President for Academic Affairs*

B.A., Western Kentucky University, 1972; M.P.S., Western Kentucky University, 1978; M.A.Ed., Western Kentucky University, 1979; Ph.D., Indiana University, 1985.

SUSAN J. UNDERWOOD, 2003*Associate Professor of College Student Personnel**Director, College Student Personnel*

B.S., Western Kentucky University, 1980; M.A.Ed., Western Kentucky University, 1982; Ph.D., New Mexico State University, 1990.

DONNA R. VOCATE, 1998*Professor of Speech**Chair, Department of Speech/Theatre/Journalism*

B.A., University of Colorado-Boulder, 1962; M.A., University of Denver, 1977; Ph.D., University of Denver, 1980.

DANA D. WARD, 1988*Professor of Spanish*

B.A., Hendrix College, 1974; M.A., University of Arkansas, 1977; Ph.D., University of Arkansas, 1987.

DAVID W. WARD, 1999*Associate Professor of Psychology*

B.S., University of Texas, 1986; M.S., University of Georgia, 1990; Ph.D., University of Georgia, 1998.

JOHN W. WATSON, 1978*Professor of Mathematics**Dean, School of Systems Science*

B.A., University of Arkansas, 1971; M.S., University of Arkansas, 1973; Ed.D., Oklahoma State University, 1978.

DONNA R. WHITE, 2001*Assistant Professor of English*

B.A., Arkansas Tech University, 1976; M.A., University of Texas, 1983; Ph.D., University of Minnesota, 1991.

DEBORAH WILSON, 1992*Professor of English*

B.A., Louisiana Tech University, 1974; M.Ed., Mississippi College, 1982; Ph.D., Louisiana State University, 1991.

ELIZABETH WILSON, 2005*Assistant Professor of Emergency Administration and Management*

B.A., Vanderbilt University, 1993; M.B.A., Hendrix College, 1995; M.B.A., University of Arkansas at Little Rock, 1999; J.D., University of Arkansas at Little Rock, 1999.

SID T. WOMACK, 1986*Professor of Secondary Education*

B.M.E., Abilene Christian College, 1972; M.Ed., Sam Houston State University, 1974; Ph.D., Texas A & M University, 1979.

JEFFREY R. WOODS, 2000*Associate Professor of History*

B.A., University of Kansas, 1992; M.A., University of Arkansas, 1994; Ph.D., Ohio University, 2000.

SAM M. WORLEY, 1997*Associate Professor of English*

B.A., The University of Texas at Austin, 1981; M.A., The University of North Carolina at Chapel Hill, 1986; Ph.D., The University of North Carolina at Chapel Hill, 1991.

ANNETTE ZAKHARIAN, 1984*Professor of French*

A.B., Rutgers University, 1974; M.A., Syracuse University, 1980; D.A., Syracuse University, 1983.

CONNIE W. ZIMMER, 1990*Associate Professor of Secondary Education*

A.B., Western Kentucky University, 1972; M.S.L.S., Western Kentucky University, 1975.

STEVEN W. ZIMMER, 1991*Director of Math and Science Institute*

B.S., Western Kentucky University, 1970; M.A., Western Kentucky University, 1973.

GENERAL INFORMATION

The Campus

Arkansas Tech University, with its spacious 516-acre campus, is located on the northern edge of the city of Russellville. This growing community, with a population of approximately 24,000, is ideally situated between the mountains of the Ozark National Forest on the north and those of the Ouachita National Forest on the south. It is midway between the state's two largest population centers: Fort Smith, 85 miles to the west, and Little Rock, 75 miles to the east. Interstate Highway 40 passes just north of the campus and connects these two cities.

In addition, Russellville is the crossroads of activity for State Highways 7, 22, 64, and 124. The historic natural crossing of the Arkansas River at Dardanelle is four miles to the south. The navigable river forms a 36,600-acre lake with 315 miles of shoreline behind a lock and dam located just southwest of the city. The Missouri Pacific Railroad passes through the city and parallels the river between Little Rock and Fort Smith.

Russellville is the county seat of Pope County. Historic Dwight Mission, established by the American Board of Foreign Missions among the Cherokee Indians in 1821, was located a short distance west of the campus of Arkansas Tech University on Illinois Bayou, where that stream is now crossed by Highway 64. Descendants of Cephas Washburn, the intrepid missionary who founded the mission and named it for Timothy Dwight of Yale, live in Russellville at the present time.

Arkansas Tech University is in the center of an area experiencing vigorous industrial development as evidenced by the growth of local industry and the number of national concerns locating plants in the area. Nuclear One, the first nuclear power plant completed in the Southwest, and a second nuclear power unit have been constructed near Russellville by Entergy, thus assuring continued industrial growth. Headquarters for District 9 of the Arkansas Highway Department and for the Ozark-St. Francis National Forests are located in Russellville. The McClellan-Kerr Navigation Project is having a significant effect upon the development of the area. The impoundment of the Arkansas River has formed Lake Dardanelle which borders the west edge of the campus. Poultry, cattle, soybeans, cotton, and lumber are the principal money crops in the area served by Arkansas Tech University.

Arkansas Tech University was created by an act of the Arkansas General Assembly in 1909. Under the provisions of this Act the state was divided into four Agricultural School Districts. Boards of Trustees were appointed by the Governor with the approval of the Senate, and appropriations were made for the erection of buildings and employment of a faculty for a district agricultural school in each of the four districts.

Twenty counties of northwestern Arkansas were designated as the Second District. Governor Donaghey appointed W. U. Balkman, J. R. Williams, H. S. Mobley, A. D. Shinn, and O. P. Nixon as a Board of Trustees for the Second District Agricultural School. Several towns made efforts to have the school location in their area. After considering all proposals, the Board of Trustees decided to locate it at Russellville, which had made an offer of a tract of 400 acres of land adjoining the city limits and a cash bonus of several thousand dollars.

The school opened its doors for students in the fall of 1910. The first class to graduate from the school was the high school class of 1912. In 1921-22, a freshman year of college was offered, in 1922-23 a second year, in 1923-24 a third year, and in 1924-25 a fourth year. The General Assembly in 1925 changed the name from the Second District Agricultural School to Arkansas Polytechnic College with power to grant degrees. The class of 1925 was graduated with the degree of bachelor of science, as was the class of 1926. The effort to maintain a four-year high school and a four-year college proved beyond the resources of the institution at that time, and it

History

became a junior college in the fall of 1927. The four years of secondary work were dropped, one year at a time, and the last high school class was the class of 1929.

Changing and increased demands for college education in Arkansas caused the Board of Trustees in 1948 to convert the college from a junior college to a degree-granting institution. In 1948-49 the college offered the third year of college work, and in 1949-50 the fourth year, with the first baccalaureate degrees awarded at the end of the 1949-50 spring semester. A graduate program leading to the degree of master of education was established in 1976. Graduate courses were offered by Arkansas Tech in the summer of 1975. A master of education degree embraces the fields of instructional improvement, educational leadership, counseling and leadership, teaching, learning, and leadership, elementary education and seven areas of specialization in secondary education; the master of science in education degree is offered in gifted education. A master of liberal arts offers major concentrations in communications, fine arts, and social sciences. Master of arts degrees are offered in English, history, and multi-media journalism. Master of science degrees are offered in fisheries and wildlife science and information technology.

In accordance with an act of the Arkansas General Assembly and by the authority of the State of Arkansas Board of Higher Education, the name of Arkansas Polytechnic College was changed to Arkansas Tech University, effective July 9, 1976.

Arkansas Tech has consistently adjusted its scope to accommodate immediate and future needs. In 1985 the institution reorganized its programs into the Schools of Business, Education, Liberal and Fine Arts, Physical and Life Sciences, and Systems Science.

Mission Statement (adopted March 17, 1994)

Arkansas Tech University, founded in 1909, is a multi-purpose, state-supported institution of higher education dedicated to providing an opportunity for higher education to the people of Arkansas and to serving the intellectual and cultural needs of the region in which it is located. The University offers a variety of programs committed to excellence in undergraduate and Graduate School. These programs are designed to prepare students to meet the demands of an increasingly competitive and intellectually challenging future by providing opportunities for intellectual growth, skill development, and career preparation. The institution monitors student mastery of general education and specialized studies, retention and graduation rates, and quality of teaching and academic programs to verify and facilitate demonstrable improvements in student knowledge and skills between entrance and graduation.

The basis for the student's intellectual growth and scholarly skill development is the general education program, which provides the context for more advanced and specialized studies and the foundation for life-long learning. The general education curriculum is designed to provide university-level experiences that engender capabilities in communication, abstract inquiry, critical thinking, analyzing data, and logical reasoning; an understanding of scientific inquiry, global issues, historical perspectives, literary and philosophical ideas, and social and governmental processes; the development of ethical perspectives; and an appreciation for fine and performing arts.

The University provides a range of specialized studies to prepare students to enter career fields or to continue their education at the post-graduate level. Specialized studies are offered within several areas of emphasis: business, professional education, liberal and fine arts, physical and life sciences, information technology, engineering, and applied sciences. Graduate work leading to the master's degree in selected disciplines provides advanced, specialized education which strengthens the academic and professional competence of students and enhances their capacities for scholarly inquiry and research.

The primary function of the University is teaching. Scholarly research and other professional activities of the faculty, continuing education, and community service are

encouraged, promoted, and supported. In keeping with its focus on teaching, the University seeks to recruit, develop, and retain faculty who are dedicated to quality teaching and providing dynamic classroom learning experiences that integrate theory and practice. The institution values academic freedom and the concept of shared governance. Faculty and student organizations such as the Faculty Senate, Graduate Council, and the Student Government Association participate in university governance by making policy recommendations. Leadership and management of the University is the responsibility of the President. Governance of the institution is the responsibility of the Board of Trustees.

The purpose of the graduate program is to provide graduate education opportunities in professional education, sciences, technology, and the liberal arts to anyone who seeks, and who is eligible for admission to the University.

Arkansas Tech University currently offers the following graduate degrees: Master of Arts, Master of Education, Master of Liberal Arts, Master of Science, Master of Science in Education, and Educational Specialist.

The University has an interest in meeting the professional growth and advancement needs of certified teachers and professionals in the service region. The Master of Education includes majors in Instructional Improvement; Educational Leadership; Elementary Education; School Counseling and Leadership; and Teaching, Learning and Leadership. Programs in Secondary Education include secondary education specializations in English, Instructional Technology, Mathematics, Physical Education, and Social Studies. The Master of Science in Education specializes exclusively in Gifted Education.

The Educational Specialist degree in Educational Leadership prepares school leaders for district level leadership positions and leads to building level licensure in Arkansas.

The Master of Liberal Arts offers major concentrations in Communications, Fine Arts, and Social Sciences. It is designed to serve the graduate education needs not only of certified teachers, but of anyone interested in the post-baccalaureate study of the liberal arts, including professionals with specialized undergraduate backgrounds.

The Master of Arts in English, Teaching English as a Second Language (TESL), History, Psychology, Spanish, and Teaching English to Speakers of Other Languages (TESOL) provide for more specialized study for students interested in these areas. It will also prepare those students interested in pursuing the doctorate.

The Master of Arts in Multi-Media Journalism offers professionals the opportunity to study journalism as impacted by the growth of technology.

The Master of Science in College Student Personnel is a two-year, practitioner-oriented program, philosophically based in college student development and university administration. It is designed to prepare thoughtful, compassionate, first-line student and university service administrators armed with the knowledge, skills and dispositions needed to begin a career in the variety of settings in which such services are needed. These include, but are not limited to, admissions counseling, advising, financial aid, orientation, housing, student programming, alumni affairs and development.

The Master of Science in Emergency Management and Homeland Security offers a specialized program both for existing career professionals in the discipline and for those seeking the diverse employment opportunities available in this evolving career field.

The Master of Science in Fisheries and Wildlife Science offers a research-based program for those interested in the areas of fisheries and wildlife, and also serves in preparation for those pursuing the doctorate.

The Master of Science in Information Technology provides for education in technology information management. This program has two options: (1) Computer-

Purpose of Graduate Program

Based Instructional Technology in educational settings, and (2) Information Technology in business settings.

Philosophy of Graduate Program

Arkansas Tech University holds to the principle that graduate-level scholarship should be based on highly developed habits of critical judgment, independent thinking, creative initiative, and disciplined inquiry. Successful completion of the graduate program signifies that the student has acquired the research skills of an independent scholar, with expertise in a particular field of study.

The student admitted to graduate study at Arkansas Tech University should not expect to acquire these skills and to achieve this expertise through classroom and laboratory instruction alone; rather, the student should expect to draw upon independent resources to collect, organize, and synthesize research data and information in order to achieve scholarly expertise in the chosen field of study. Graduate study, then, aids the student to acquire the skills needed to identify important problems, to establish modes of inquiry, to formulate proposed solutions, and to communicate the interpretation of scholarly and research analysis.

Administration of Graduate Program

The graduate program is administered by the Dean of Graduate School who is directly responsible to the Vice President for Academic Affairs. Policies governing the graduate program are developed by the Graduate Council; matters pertaining to the graduate teacher education program are reviewed and approved by the Teacher Education Council before being presented to the Graduate Council. Policies are then approved by the Vice President for Academic Affairs, President of the University, and the Board of Trustees.

While every effort will be made to conform to catalog announcements, the University reserves the right to adapt its program as may be necessary.

Physical Plant

The physical plant of Arkansas Tech University includes fifty-eight buildings located on a tract of 516 acres near the northern boundary of the city of Russellville. Acreage provides space for varsity and intramural recreational activities, drill fields, and the University farm. The McClellan – Kerr Arkansas River Navigation System provides a freshwater lake which borders on the west edge of the campus.

All instructional programs are taught in buildings which have been specifically designed or modified to complement the projected instructional tasks. The Corley Building, completed in 1988, provides instructional space and state of the art laboratories for engineering, business, computer science, accounting and mathematics. The Center for Energy Studies, completed in the spring of 1994, supports courses and research in neutron science, nuclear engineering, materials science, and other areas related to energy and the environment. During the spring of 1993, Dean Hall renovation was completed to provide modern facilities for the instructional programs in agriculture, nursing, foreign languages, community education and emergency administration management. The Health and Wellness Center is also housed in Dean Hall.

Arkansas Tech University has several resources which lend themselves to serving the cultural and recreational needs of the University and surrounding community. The John E. Tucker Coliseum complements the instructional program by providing a modern setting for concerts, conventions, and sporting events. The Hull Physical Education building, renovated in 2001, has an Olympic-style swimming pool which is used for physical education classes; for recreational swimming for students, faculty, and staff; and by the community swim club. The Witherspoon Arts and Humanities Building has a modern auditorium with a seating capacity of 742. The L.L. "Doc" Bryan Student Services Center and the Student Activities Building constitute the main facilities for student services, student government, publications, and indoor recreational activities. The Museum of Prehistory and History, located in Tucker Hall, contains

exhibits on archeology and early history of western Arkansas; museum lectures and events address cultural needs on the campus and in the community, and offer opportunities for students in the Parks, Recreation and Hospitality Department to become involved in interpretive activities.

Ross Pendergraft Library and Technology Center houses more than 1,165,000 items, including: 158,000 print volumes; 885,000 microforms; 110,000 government documents; 8,005 multimedia items; and 1,038 periodical subscriptions. Among these holdings are extensive backfiles of journals and newspapers. Photocopiers and microform reader-printers are available using the VendaCard system. The library is a member of AMIGOS/OCLC, a regional broker of international bibliographic data and information services. Over eighty-five electronic databases covering most subjects are accessible from the library and over the Internet (and through the Tech homepage) at <<http://library.atu.edu>>. Assistance in the retrieval and use of materials is provided by seven professional librarians, eight paraprofessional staff, and a number of part-time employees. Librarian-mediated online searches are provided on request. Materials not available in the library may be requested through our interlibrary loan system, normally at no charge. The Library is the publisher of the retrospective ***Arkansas Gazette Index***.

Pendergraft Library is open 89.5 hours per week except between semesters and during holidays. The state-of-the-art facility includes a variety of computer labs, both open use and instructional, a music/multimedia lab, two distance learning classrooms, a large conference room, five breakout/meeting rooms, twelve group study rooms, satellite downlink, cable TV connections, 125 publicly accessible computers, 145 lab computers, about 400 data drops for laptop computers, and access to the Tech wireless network.

FEES AND CHARGES

(Subject to changes as necessary)

Tuition and Fees	
Resident -- per credit hour ¹	\$163
Non-resident -- per credit hour ^{1,2}	326
Student Activity Fee ³	
9 Hours and Greater	25
8 Hours and Less	5
Summer	5
Technology fee (required each semester or term)	100
Assessment fee (required each semester or term)	10
Transcript fee (required each semester or term)	5
Instructional support fee (per credit hour)	4
International Student Service fee	
Per semester (fall/spring)	30
Per summer term (five-week)	15
Per mini-term	10
Residence Hall Board Charges	
19 meal-per-week plan	879
15 meal-per-week + \$100 Declining Balance Dollars	961
165 meals + \$100 Declining Balance Dollars	909
145 meals + \$130 Declining Balance Dollars	909
106 meals + \$150 Declining Balance Dollars	879
Residence Hall Room Charges	
Brown, Caraway, Jones, and Massie Halls	1,060
Roush, Turner, and Wilson Halls	1,060
Wilson Hall Single	1,410
South Hall	1,225
Paine, Stadium Suites and Summit Halls	1,400
Stadium Suites and Summit Hall Singles	1,750
University Commons Apartments	
2 bedroom apartments	2,475
4 bedroom apartments	2,000
Degree Audit Processing Fee	25
Late registration fee	25
Adding/dropping courses	10
Returned check	10
Replacement of ID card	25
Post Office box rent (required of all students living on campus)	10
Auto registration	20
Parking fees and fines (see Traffic Regulations)	

(All students parking on campus must have a parking permit)

¹Up to \$9.30 per credit hour (not to exceed twelve hours per semester) of the tuition fee for courses taken during the fall and spring semesters will be allocated to athletics.

²Information concerning residence status may be obtained from the Registrar's Office, Doc Bryan Student Services Center, Suite 153 (479) 968-0272.

³Entitles students to a picture student ID card and admission to all University-sponsored activities.

Food and Housing

(Subject to changes as necessary)

Graduate students are eligible to live in residence halls. All students living in residence halls are required to purchase a meal plan; fifteen, nineteen-meals-per-week and declining balance meal plans are available during the fall and spring semesters. Declining Balance Dollars may be used in Chambers Cafeteria, Doc Bryan Food Court and Convenience Store. The room and board charge for students living in residence halls includes basic telephone service.

All residence halls and the cafeteria are closed during spring holidays and between semesters. Students desiring to remain in campus housing during these times must have specific approval from the Student Services Office and will be charged a daily or weekly room rental, as appropriate.

Tuition and all other fees and charges, including room and board charges for students in residence halls, are due and payable prior to the beginning of each term at the Student Accounts Office, in the Doc Bryan Student Services Center, Office 133. Financial settlement, which consists of tuition, fees, and at least one-fourth of room and board, may be made by personal payment or **authorized** financial aid (loans, scholarships, grants, third parties, etc.). Visa, Master Card, and Discover credit cards are accepted for all charges. An alternative payment plan is offered via the web site: <http://stuacct.s.atu.edu> Registration is not complete until all financial obligations have been met satisfactorily. Failure to make financial settlement may result in cancellation of the class schedule.

The student identification number is assigned as the student's account number for billing purposes. An alternate nine digit number will be assigned as the student identification number upon written request to the Registrar's Office. Monthly billing statements are payable upon receipt. Preregistration invoices for fall and spring are mailed approximately thirty days prior to the first day of class. Students must return the top portion of the preregistration invoice along with applicable payment by the due date.

Students with delinquent accounts are not eligible for food service, transcripts, recommendations, advance registration, or readmission to any term. Collection fees for outstanding debts owed to the University may be assessed to the student.

The University reserves the right to amend or add to the regulations of the institution, including those concerning charges and methods of payment, and to make such changes applicable to students enrolled in the University, as well as to new students.

Students officially withdrawing from the University by the end of the fifth day of the semester in a summer term, as listed in the "Academic Calendar" on page 1, will receive an 80 percent reduction of tuition for courses which they are enrolled in at time of withdrawal. No reduction in tuition will be made after the fifth day of the summer semester. No reduction in fees will be made after the first day of the summer semester.

Students registering for the fall or spring semester but officially withdrawing from the University by the end of the second day of the semester, as listed in the "Academic Calendar" on page 1, will receive a 100 percent reduction of tuition and fees. Room and Board will be reduced on a pro rata basis. Thereafter, students officially withdrawing by the end of the twenty-fifth day of the semester will receive an 80 percent reduction of tuition only for courses in which they are enrolled at time of withdrawal. No reduction in tuition will be made after the twenty-fifth day of the semester. No reduction in fees will be made after the second day of the semester.

In the event a student is receiving financial aid, any refund amount attributable to a loan, grant, or scholarship will be returned to the appropriate account and not to the student. The amount returned to federal programs will be the amount of unearned federal aid based on the number of calendar days of attendance up to the sixty percent

Payment of Accounts

Reduction of Fees and Charges

Reduction of Tuition for Official Withdrawal

point of the semester. Aid accounts will be refunded in the following order up to the amount of the original disbursement: Federal Family Education Loan Programs, Federal Perkins Loan Program, Arkansas Department of Higher Education Programs, Tech scholarships, and private aid. Additionally, students who have received a cash payment of federal aid money will receive a letter after their withdrawal informing them of any amount to be repaid. These repayments will be made through the Student Accounts Office.

The student will be ineligible for any further federal financial aid until the required payments are made.

Financial Aid

Three aid programs are available to graduate students: the Federal Perkins Loan Program, which provides a five-percent loan to eligible students; the Federal Stafford Loan Program, which provides loans to eligible students; and the Federal College Work-Study Program, which provides on-campus part-time jobs. In order to participate in these programs, the student should submit a Free Application for Federal Student Aid. These applications and additional information about the programs may be obtained by writing to the Financial Aid Office, Arkansas Tech University, Russellville, Arkansas 72801-2222 or at www.fafsa.ed.gov. Priority deadlines are April 1 for summer, April 15 for fall, and November 1 for spring.

Graduate students receiving federally funded financial aid must meet the below listed conditions in order to remain eligible for financial aid:

1. Full-time students must earn an average of nine (9) hours per semester; part-time students must earn the hours in which they enroll each semester.
2. Students must maintain a 3.00 GPA on both graduate and undergraduate courses each semester.
3. Complete the degree by the end of six full-time semesters.

Graduate Assistantships

The University offers a limited number of graduate assistantships through its academic departments and administrative offices. Inquiries regarding assistantships should be directed to the Dean of Graduate School. The Graduate School will accept and forward all applications for assistantships to the appropriate program director or supervisor. To ensure timely consideration, please submit all material by November 1st for Spring position, and by April 1st for the following Fall term.

A graduate student holding an assistantship appointment does part-time work for the University as determined by the department or office involved. A student receiving an assistantship may take a maximum of nine hours and a minimum of six hours of course work per semester. During each summer term, the student may take a maximum of six hours and a minimum of three hours. Exceptions may be made upon the approval of the appropriate program director and the Dean of Graduate School. A student may have a maximum appointment of 50 percent (20 hours a week) except in the summer when he/she can receive a 100 percent appointment. A student may not hold more than one graduate assistantship at any given time.

Scholarships

The scholarships listed below have been established by the alumni and friends of Arkansas Tech University in order to afford students the ability to pursue their goals of earning a degree in higher education. Applications for Private and Transfer Scholarships can be obtained from the Admissions Office or Financial Aid Office in the Doc Bryan Student Services Building. Applications should be submitted by March 15.

Tate C. "Piney" Page Memorial Scholarship

An endowed scholarship to assist a graduate assistant who excelled in football and academics has been established in memory of Dr. Page through contributions by the Russellville Kiwanis Club. Applications should be made to the Arkansas Tech Athletic Director.

An endowed athletic scholarship to be awarded annually to a graduate assistant who excelled in basketball and academics. Students interested in applying should contact the Arkansas Tech Athletic Director.

Lambert Resimont Scholarship

An endowed athletic scholarship awarded to a graduate assistant who excelled in football and academics. Applications should be made to the Arkansas Tech Athletic Director.

John E. Tucker Scholarship

An endowed scholarship created for the purpose of assisting graduate students at Arkansas Tech University and will be awarded each year the funds are sufficient. To be considered for this scholarship the applicant must be a full-time graduate student who is admitted in the Instructional Technology degree program with a cumulative grade point average of 3.0 or higher. Preference will be given to students who have an interest in library media. In addition, financial need may be considered. The recipient will be selected by a committee appointed by the Dean of the Graduate School.

Jimmie Hartman Hoover Memorial Scholarship

The Jim Ed McGee Graduate Honors Award was instituted to recognize one Arkansas Tech University graduate student each year as the outstanding graduate student of the year.

Jim Ed McGee Graduate Honors Award

A graduate student who has recently completed a graduate degree and wishes to be considered for the Jim Ed McGee Graduate Honors Award may submit a letter of application with two faculty recommendations to his/her program director by February 1 of the year in which the honors award is to be presented. If the advisor is someone other than the program director, one of the two faculty recommendations must come from the student's advisor.

Persons who graduated in May or December of one year are eligible to apply for the award which will be presented in April of the following year. The student's program director will review the application materials on the basis of graduate school performance in such areas as grades, research project, academic papers, leadership in graduate program activities, and faculty recommendations.

The program director will forward the application materials of recommended outstanding graduate students to the Dean of Graduate School by February 15.

A panel of evaluators, consisting of the Dean of Graduate School and four other graduate faculty members, will review nominations of candidates for the Graduate Honors Award. The panel will rate the applicants based on the following: (1) evaluation of documentation submitted by the applicant, graduate transcripts and faculty recommendations; (2) work submitted by the applicant, abstracts, prospectus or project summary, and advisor recommendations; (3) leadership and involvement in graduate program activities. A personal interview may be required.

The person selected as the recipient of the Jim Ed McGee Graduate Honors Award will receive a personal plaque and have his/her name inscribed on the Jim Ed McGee Graduate Honors Award Plaque that will be on permanent display in the Graduate School.

SERVICES FOR STUDENTS

English Language Institute

The mission of the Arkansas Tech University English Language Institute (ELI) is to provide programs that assist international students in developing the English language skills necessary to successfully pursue academic work in a United States college or university, and to assist in their adjustment to a different culture. The ELI accomplishes this mission by delivering non-credit English as a Second Language (ESL) instruction for international students, and by providing those students with activities that increase their awareness and understanding of American culture. The ELI is an integral part of the Office of International and Multicultural Student Services.

International and Multicultural Student Services

The International and Multicultural Student Services Office (IMSSO) provides support services designed to enrich the college experience for multicultural and international students. The office actively recruits multicultural and international students to increase the diversity of the Tech campus, provide the opportunity for cultural exchange, and aid in helping all Tech students develop an appreciation for cultural differences.

The office offers a wide range of services for international students, including orientation, immigration updates, cross-cultural programming, and other support services necessary to ease the transition of international students into the U.S. culture.

Several established organizations receive support from the International and Multicultural Student Services Office. The Association for Cultural Interaction (ACI) promotes cross-cultural social and educational exchanges between international and U.S. college students. The Black Student Association (BSA) and the Hispanic Student Association (HSA) are also supported by the IMSSO.

The International and Multicultural Student Services Office also develops and sponsors programs to educate faculty, staff, and students regarding international/multicultural heritage.

Additional information may be obtained by calling (479) 964-0832, faxing (479) 880-2039, or writing to the Director of International and Multicultural Student Services, Doc Bryan Student Services Center, Office 163, Arkansas Tech University, Russellville, Arkansas 72801, U.S.A.

University Bookstore

The Arkansas Tech University Bookstore is located in the Young Building. Textbooks, study guides, school supplies, computer software, caps and gowns for graduation, in addition to other items may be purchased.

A full refund will be given on new or used textbooks until the end of the 5th class day. The following conditions will apply:

1. You need your cash register receipt and Tech I.D.
2. Your new textbooks must be returned in brand new condition with no bent corners or water damage.
3. Wrapped or boxed textbooks must be unopened.

Textbook Refund Policy

An extended period for refunds is available to students who drop a class or withdraw from school. Specific dates will be posted each semester. Students must have a withdrawal slip and receipt. Returns are not allowed on study guides, workbooks, cliffnotes, wrapped or boxed merchandise that is opened, etc. The manager reserves the right to make the decision on the condition or salability of the merchandise.

Buy Back Policy

Students may sell their textbooks for cash at the bookstore during finals week. Fifty percent of the price paid at the bookstore will be paid to the student if the bookstore has received a request from the instructor stating the textbook will be used the following semester, the textbook is in good condition (no water damaged books will be bought back), and the bookstore is not overstocked. Textbooks with a new edition pending may be bought back at less than 50 percent of the price paid. Current market value will be paid on current editions not used or needed for the following semester on campus. A current Tech ID is required to sell books back. The bookstore does not guarantee the buy back of any textbook at any time.

Additional information concerning the University Bookstore may be obtained by visiting their web site at <http://bookstore.atu.edu>, by calling (479) 968-0255, by faxing (479) 964-0861, or by E-mailing gail.vaughan@atu.edu.

By authority of the Board of Trustees and in accordance with Legislative Act 328, 1967, Arkansas Tech University requires all members of the faculty, staff, student body, and classified personnel to register motor vehicles which they own or operate on the Tech campus or on lands controlled by the University. All registrants shall abide by all traffic and parking regulations as outlined by a printed pamphlet available in the Doc Bryan Student Services Building or at the Department of Public Safety office.

Registration of vehicles shall be accomplished at the time of regular registration for the fall, spring, or summer semesters at the Department of Public Safety located at 1511 North Boulder. All faculty, staff, and students **must** present a current Tech ID card before a parking permit will be issued. All vehicles on Tech campus are required to register and display a current parking permit. Parameters for the operation and parking of motor vehicles may be viewed on the campus map available at the Department of Public Safety. Vehicles are defined as any self-propelled vehicle having two or more wheels.

Parking permits are valid from August 15th one year through August 15th of the next year. After securing a parking permit at the Department of Public Safety, charges are assessed to the student's account at the Office of Student Accounts. Faculty and staff are required to prepay and bring their receipt along with their ID when picking up their parking permit. Parking permits must be displayed by hanging in the rear view mirror so the number can be read through the front windshield from the outside; they may not be taped on the vehicle or laid on the dash or seat. These parking permits can be moved from vehicle to vehicle. Parking permits are the responsibility of the purchaser and must be removed prior to sale or transfer of the vehicle, upon termination of employment or withdrawal from the university. Only one parking permit per individual can be purchased unless the prior parking permit was lost or stolen. The reported lost or stolen parking permit will be invalid. There is no refund for parking permit cost. The registration fee, penalties and fines are published in the ATU parking map.

Temporary parking permits are available at the Department of Public Safety for faculty, staff and students who have misplaced their parking permit. These parking permits are provided at no cost and are valid for a maximum of seven days.

The Health and Wellness Center is located in Dean Hall Room 126. The mission of the Health and Wellness Center is to assist in the educational process of the University by modifying or removing health-related barriers to personal development and learning. It also provides educational services by serving as a health and medical resource for the University community. Most of these services are available free of charge.

The Center is staffed by a registered nurse full time and an advanced nurse practitioner on a part-time basis. The registered nurse does physical assessments, treats minor injuries and illnesses, and provides health education all within her scope of

Traffic Regulations

Health and Wellness Center

practice. The ANP has prescriptive privileges and sees students by appointment or referral only. They provide outpatient health services in a strictly confidential manner and make appropriate referrals when necessary.

The Center also has educational materials (i.e. brochures, books, CD's and videos) available to the University community. You can visit the Health and Wellness Center web site at: <http://stuserv.atu.edu/hwc>.

Arkansas Tech cooperates with a number of other higher educational institutions in Arkansas to make available a student group insurance policy. Students not adequately covered by an individual or family group insurance policy may purchase this policy at the beginning of any semester. Application forms are available at the Health and Wellness Center or online at: <http://stuserv.atu.edu/hwc>. All international students are required to purchase a medical insurance plan that satisfies the requirements of the Office of International and Multicultural Student Services.

Disability Services for Students

Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals who are disabled. Students with disabilities attending Tech will be integrated as completely as possible into the university community. Tech does not offer a specialized curriculum for students with disabilities nor does it assume the role of a rehabilitation center, but does assume responsibility for modifying campus facilities and procedures to accommodate individual needs where feasible and without posing an undue hardship on the University.

Services arranged through the University's Disabilities Coordinator include consideration of classroom and building accessibility, planning for adequate travel time between classes, note-taking assistance, alternative testing, and similar types of accommodations. Per individual needs, students who may require academic support are encouraged to utilize the departmental tutorial laboratories.

Tech is subject to and endorses both the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The Disabilities Coordinator serves as the coordinator for these federal programs. The Disabilities Coordinator is located in the University Testing Center in Bryan Hall, Suite 103, and may be contacted by calling (479) 968-0302, (479) 968-0308 (TDD), (479) 968-0375 (FAX), or by E-mail at disabilities@atu.edu.

University Testing Center

The University Testing Center provides services which assist in the recruitment, retention, and graduation of students. The services offered include testing services.

Testing services include providing registration information and materials and administering examinations such as the American College Test Assessment (ACT), Graduate Record Exam (GRE), Law School Admission Test (LSAT), Miller Analogies Test (MAT), Medical College Admissions Test (MCAT), Professional Assessments for Beginning Teachers (PRAXIS), and others. Test registration bulletins and preparatory materials are available for many of these exams via the University Testing Center. Credit by examination is also a testing service. It allows an individual to earn college credit by attaining the qualifying score established by Arkansas Tech University. Examinations included in this program are Advanced College Placement (AP), College Level Examination Program (CLEP), National League for Nursing (NLN), and Arkansas Tech examinations.

Furthermore, the University Testing Center facilities include a computer lab and a study/testing lab. Each of these rooms provides a quiet, comfortable atmosphere for studying. The Center is staffed with a director and one testing coordinator. Arkansas Tech University students may use these services for free (excluding tests). The University Testing Center is located in suite 103 of Bryan Hall and may be reached via phone (479) 968-0302, fax (479) 968-0375, or E-mail universitytesting@atu.edu For additional information, visit the center's web site at <http://ufds.atu.edu>.

Norman Career Services

Norman Career Services provides online registration for students, alumni, and employers, as well as established web links to ethical employment boards. Registrants may access and provide information through www.monstertrak.com and [interviewtrak](http://interviewtrak.com), including cover letters, resumes, campus recruiting schedules, information sessions, etc. The center hosts and maintains a computerized career interest inventory, called "Discover," which may be accessed online. Services provided to **ALL** classifications of students and alumni include an extensive career library, company videos, career counseling, and resume critiquing. It also provides career workshops to classes, student groups and community organizations to ensure that Arkansas Tech University graduates are well informed, prepared for the job search, and availed of every opportunity to choose from professional alternatives. Career and part-time employment opportunities through business, industry, government, the health field and education are posted through monstertrak.

Norman Career Services hosts recruiters who conduct a variety of interviews each semester. Current contacts are maintained with local, national, and international employers seeking career professionals from every major. Career fairs are hosted each fall and spring for all students.

Additional information concerning Career Services may be obtained by visiting their web site at <http://careers.atu.edu>, by calling (479) 968-0278, or writing to ATU, Norman Career Services, Doc Bryan Student Services Center, Suite 211, Russellville, AR, 72801.

ACADEMIC INFORMATION

Admission to Graduate School

Dr. Eldon Clary, Dean
Tomlinson Hall, Room 113
(479) 968-0398
graduate.school@atu.edu
Fax: (479) 964-0542

Admission to graduate study at Arkansas Tech University is open to any qualified individual subject to the admission requirements listed in this catalog. However, the University reserves the right to reject the application of any individual whose records do not satisfy the requirements. Every student must file an initial application for admission. An application for admission to graduate study may be obtained by contacting the Dean of Graduate School. Priority deadline date for fall admission is March 1 and spring admission is October 1. This will ensure consideration for admissions and assistantships. Students who do not meet this deadline, may submit necessary credentials for admission up to two weeks in advance of the initial date of enrollment. Applicants for admission must submit a completed application form and request **each** college or university that they have attended to send complete official transcripts (undergraduate and graduate) directly to the Graduate School.

Detailed information regarding graduate student admissions may be obtained by contacting: Graduate School, 1507 North Boulder Avenue, Tomlinson 113, Russellville, AR 72801. Phone (479) 968-0398, FAX (479) 964-0542, or E-mail: graduate.school@atu.edu.

Applicants must meet the admission requirements established for a particular degree program. Approved applicants will be notified in writing of their eligibility for admission to graduate study. Application for admission will be valid for one year; applicants who do not enroll during the year in which they applied will be required to reapply for admission. Admission to graduate study does not imply admission to candidacy for a degree.

Any student requiring special accommodations in order to complete a course or program of study should contact the Disabilities Director, Bryan Hall, Room 103, or call (479) 968-0302. The Disabilities Director administers programs and services associated with the Americans with Disabilities Act and serves as a liaison for students with disabilities.

Persons born after January 1, 1957, must furnish proof of immunity against measles and rubella by sending proof of two (2) MMR immunization shots to the Tech Health and Wellness Center prior to enrollment in classes. For more information contact the Health and Wellness Center at (479) 968-0329.

Unconditional Admission

For unconditional admission applicants must:

1. Hold a bachelor's degree from an accredited college.
2. Have a cumulative grade point average of 2.5 or a 3.00 on the last 30 hours of undergraduate work or hold a graduate degree from a regionally accredited institution.
3. Request **each** college or university that they have attended to send complete official transcripts (undergraduate and graduate) directly to the Graduate School. Mail all materials to: Graduate School, 1507 North Boulder Avenue Tomlinson 113, Russellville, AR 72801.
4. Meet additional admission requirements specified by programs in the graduate catalog (GRE, writing samples, etc.).

Applicants may be admitted conditionally if they:

1. Do not meet the grade point requirements.
2. Hold a bachelor's degree from an unaccredited institution.
3. Have not met additional requirements of particular programs.
4. Have not submitted all necessary documentation prior to initial enrollment.

Applicants who fail to meet the grade point requirement specified for unconditional admission may be admitted conditionally to enroll for a maximum of twelve semester hours. If a cumulative 3.00 grade point average or better is achieved at the completion of twelve semester hours, the student will be granted unconditional admission.

An applicant who satisfies the grade point requirement at an unaccredited college may also be granted conditional admission. In some instances, transcripts may be judged to be deficient and the student may be required to complete up to thirty undergraduate hours in addition to graduate credits required for the degree. If a cumulative 3.00 grade point average is achieved at the completion of twelve graduate hours, the student will be granted unconditional admission.

Applicants not pursuing a graduate degree may be admitted as non-degree seeking graduate students upon submitting a completed application for admission to graduate study and an official transcript from an accredited college or university showing that a baccalaureate or higher degree has been earned at that institution. Applicants requesting non-degree admission must meet the same grade point admission criteria as outlined for degree admission. A maximum of twelve graduate hours earned while in non-degree status may apply to a degree program. Students desiring to change from a non-degree admission status to a degree admission status must apply for degree admission.

Applicants who are pursuing a graduate degree at another institution may be admitted as transient graduate students upon submission of a completed application for admission to graduate study and an official statement from their institution verifying that they have been admitted to its graduate program and are in good standing.

Any student who is not a U.S. citizen or a permanent resident of the United States is considered an international student. A brief description of the information required to apply for admission to graduate study at Arkansas Tech University follows:

1. **Application** – an application for international student admission form, properly completed.
2. **Application fee** – a non-refundable application fee of \$30 (US).
3. **Academic records** – **MUST** be originals or school-certified copies of originals of all academic records with official English translations. Notarized copies will not be accepted. Students seeking transfer credit from other institutions **MUST** submit their academic records to an approved credential evaluation service to evaluate transfer courses (otherwise no credit will be given for transfer work). A list of approved services can be obtained from the IMSSO, the Graduate School or the Registrar's office.
4. **English Proficiency** – demonstrate English proficiency. Must meet one of the following:
 - a. A minimum score of 550 on the written TOEFL (Test of English as a Foreign Language), 213 on the computerized TOEFL, or 79-80 on the iBT. Scores

Conditional Admission

Non-Degree Admission

Transient Admission

International Student Admissions

MUST be received directly from the Educational Testing Service (school code 6010).

- b. IELTS (International English Language Testing System) scores are accepted. A minimum IELTS score of 6.0 or higher must be provided for admission.
 - c. Students may also take any similar test of English proficiency approved by Arkansas Tech University at a site authorized by Arkansas Tech University.
 - d. Successful completion of an English as a Second Language (ESL) program through the English Language Institute (see English Language Institute or at a site approved by the Office of International and Multicultural Student Services.
5. **Evidence of sufficient financial support** – approximately \$20,721 (US) is needed for 12 months of study; certified evidence of the source and amount of support must accompany the application. All international students will pay out-of-state tuition and will be assessed an international student services fee each semester.

The application for admission and all documentation should be submitted by May 1 for the fall semester, October 1 for the spring semester, and March 1 for the summer sessions for priority consideration. Admission will not be granted until all documents have been received and evaluated.

Upon acceptance, notification will be sent to the student along with an I-20 (Certificate of Eligibility). Prior to enrollment, international students are required to purchase a health insurance policy, approved by Tech. Tech receives no remuneration as a result of international student enrollment in the health insurance policy. Full payment of tuition and fees must be paid at registration each semester.

Detailed information regarding international student admissions may be obtained by contacting: International and Multicultural Student Services, Doc Bryan Student Services Building 163, Arkansas Tech University, Russellville, Arkansas 72801-2222, USA; telephone (479) 964-0832; FAX (479) 880-2039.

Undergraduate Senior Admission

An undergraduate senior, registering the semester prior to graduation in a baccalaureate degree program at Arkansas Tech University, who does not need a full load of undergraduate courses to complete requirements for graduation, may request special permission from the Dean of Graduate School to enroll in no more than six hours of graduate course work. The student's course load is not to exceed a total of 15 semester hours of graduate and undergraduate work combined during a fall or spring semester. The combined course load for a summer term is six semester hours. The student must have a 3.00 cumulative grade point average to be eligible for admission as an undergraduate senior. Graduate work taken while classified as an undergraduate senior appears on the undergraduate transcript. Failure of a student to complete the bachelor's degree during the semester/term in which the graduate courses are taken will preclude the student from enrolling in additional graduate classes in subsequent semesters until the bachelor's degree is awarded. The form requesting approval to enroll as an undergraduate senior can be obtained at the Graduate School.

Second Master's Degree

Subject to the approval of the advisor, program director, and Dean of Graduate School a graduate student may be allowed to apply six (6) or nine (9) semester hours toward a second master's degree. If the second master's degree requires 30 hours, a maximum of six (6) hours may be applied to the second degree. If the second master's degree requires 36 hours or more, a maximum of nine (9) hours may be applied to the second master's degree.

Any courses applied to the second master's degree must meet the requirements for the degree and must not be more than six years old at the time of completion of the second master's degree. All remaining courses applied to meet the requirements for the second master's degree must be taken in residence at Arkansas Tech University. Approval for applying these courses must be received at the beginning of the second master's degree program.

A maximum of **six** semester hours of graduate credit in a 30 hour program and **nine** semester hours of graduate credit in a 36 hour program with a grade point average of "B" or better may be transferred from an accredited graduate school if deemed appropriate to the graduate program by the head of the student's major department and the Dean of Graduate School. Students must send a written request to the head of their major department to petition an acceptance of the transfer credit prior to requesting admission to candidacy to the graduate program. Graduate credit earned six years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the appropriate program director and the Dean of Graduate School. Credits earned by correspondence courses or for remedial purposes will not apply toward the graduate degree. No undergraduate course may be repeated for graduate credit.

If after admission to graduate study, a student wishes to take a course at another institution to count toward degree requirements at Arkansas Tech University, the student must (in advance of enrollment) obtain written approval from the program director and the Dean of Graduate School.

Candidates for a master's degree may choose to complete requirements under the regulations published in the Tech graduate catalog for the year of initial enrollment in the graduate program at Arkansas Tech University or a subsequent year, provided they were enrolled in the graduate program at the University during the year the catalog was in effect. The catalog chosen must not be over six years old when requirements for the degree are completed.

Upon entering the graduate program, the student should develop a planned program of studies (including determined prerequisites) under the supervision of their designated faculty advisor. Subsequent modifications must be approved by the advisor and program director.

Graduate students may enroll for a maximum of twelve hours of credit per semester during the academic year and six hours of credit during each of the two summer terms. A one-credit-hour overload may be authorized by the program director of the student's major department. A graduate student will be considered full time if enrolled for nine or more hours of credit during a regular semester or four hours during a summer term. Graduate Assistants will be considered full-time if carrying six or more hours. Students receiving financial aid should check with the Financial Aid office for requirements necessary to be considered a full time students. Permission to take more than the maximum loads stated above requires the written approval of the students advisor, program director, and Dean of Graduate School.

Changes in the class schedule must be made on official forms available at the Registrar's Office, Room 153, Doc Bryan Student Services Building. Failure to follow the correct procedure for making changes in the class schedule may result in the grade of "F" being recorded for the courses involved. Deadlines for adding courses, dropping courses, or changing sections are listed in the graduate calendar in this catalog.

Transfer of Graduate Credit

Graduate Credit Taken Prior to Admission to Arkansas Tech University

Graduate Credit Taken After Admission to Arkansas Tech University

Catalog Privilege

Academic Advising

Graduate Student Load

Adding and Dropping Courses

Grading and Credit Point System

The letters A, B, C, D, F, are used in grading to indicate the quality of a student's work: A - Excellent, B - Good, C - Fair, D - Unsatisfactory, and F - Failure. The letters AU, W, I, and R are also used: "AU" indicates that the student was enrolled in the course as an "auditor"; "W" is used to indicate that a course was dropped without penalty. A grade of "I" may be recorded for a student who has not completed all the requirements of a course **only** in situations where the student has an illness or other circumstances beyond the student's control, and has completed seventy-five percent of the course requirements provided work already completed is of passing quality. If a grade of "I" is assigned, the instructor will complete an "Incomplete Grade Contract," setting a reasonable time limit within the following semester in which the work must be completed. The incomplete grade contract is to be signed by both the instructor and student. The letter "R" indicates that the student registered for the master's thesis. The mark "R" gives neither credit nor grade points toward a graduate degree.

If a student needs to repeat a course or a significant portion of a course, a "W" or "F" will be assigned according to regulations governing the assignments of such grades.

Repeating a Course

No graduate student may repeat a course for graduate credit except with the written permission of the advisor. The grade from such a repetition as well as the original grade will be counted in computing the grade point average.

Withdrawing

To withdraw officially, the student must report to the Graduate School and the Office of the Registrar to complete a "Withdrawal Application." Failure to follow this procedure may result in a grade of "F" being recorded.

The deadline for officially withdrawing from the University with grades of "W" is the same as the last day for dropping courses. Withdrawing after this date, which is listed in the graduate calendar in this catalog, will result in grades of "F" being recorded for the semester/term. If circumstances justify special consideration, appeals should be directed to the Dean of Graduate School.

Removal of "I" Grades

An "I" grade must be removed by the end of the succeeding regular semester of enrollment after the "I" is received. Beginning the first summer term, 1990, and thereafter, a grade of "I" will not be computed in the grade point average for the semester recorded; however, the "I" will automatically change to a grade of "F" and be computed in the grade point average at the end of the next regular semester (fall or spring), unless course requirements are completed and the final grade is reported before the end of the semester. A grade of "I" recorded prior to the first summer term, 1990, will be computed as an "F" in the grade point average unless the "I" is removed.

Courses for Audit

Enrollment in courses for audit requires admission to graduate study at the University, approval of the Vice President for Academic Affairs and the instructor involved, and payment of the regular fee for the course. Audit will be on a "space-available" basis. Students auditing courses are subject to the same regulations as other students with regard to registration, but they do not take examinations nor receive credit for the course. Students may change from taking a course for credit to audit by following the procedure for adding and dropping courses.

Independent Study Courses

Independent study courses are intended for graduate students who have the interest and the ability to investigate a topic not covered in the graduate courses available in their major field of study. The topic, format, and specific requirements of each independent study project must be approved in writing by the supervising instructor, graduate advisor, program director, and Dean of Graduate School prior to enrollment for independent study credit. The original copy of the independent study approval form will be kept in the student's file in the Registrar's Office as part of the

student's official graduate record. A student may not enroll in an independent study course before completing twelve hours of graduate credit.

No more than six semester hours of graduate course work completed in workshops and/or independent study may be applied to the master's degree.

Students enrolling in capstone projects such as the project in educational research, the liberal arts project, or thesis research will be given a grade of "R" if requirements are not completed by the end of the semester. The grade of "R" does not affect hours or grade point. Students receiving the grade of "R" will be required to enroll in the course the following semester(s) until the requirements are completed.

A student admitted unconditionally or a student who has been admitted to candidacy will be considered on probation for the following semester if the cumulative grade point average drops below 3.00. If the semester grade point average for the following semester is 3.00 or greater and the cumulative grade point average is 3.00 or greater, the student will be removed from probation. If the cumulative grade point average remains below 3.00, the student will be continued on probation. A student on probation having a semester grade point average below 3.00 for the following semester will be subject to suspension from Graduate School.

A student who is admitted conditionally or on a non-degree basis will be subject to suspension from Graduate School after attempting 12 semester hours with less than a 3.00 grade point average.

A student who has been admitted to candidacy but does not have a 3.00 grade point average at the time of completing the minimum number of hours required by the degree program may submit no more than six additional hours in an attempt to attain a grade point average of 3.00. A maximum of six hours of courses with grades of "C" may be applied to degree requirements. Grades below "C" will not be counted toward meeting degree requirements. A student may not submit more than six hours above the total number of hours required for the program to reach the 3.00 grade point average. All graduate courses taken will be considered in the computation of the grade point average.

A student suspended from Graduate School may apply for readmission after one year. Reinstatement to Graduate School will not necessarily mean reinstatement to a particular graduate program.

A university exists for the purpose of educating students and granting degrees to all students who complete graduation requirements; therefore, Arkansas Tech University requires certain standards of academic integrity and conduct from all students. The University expects an academic atmosphere to be maintained in all classes. This atmosphere is created by both the professor and the class to enable all students enrolled to reach their academic potential. Students are expected to attend class, conduct themselves in a non-disruptive manner in class, and refrain from cheating, plagiarism, or other unfair or dishonest practices.

The Graduate Student Academic Conduct Policy may be found at the Arkansas Tech University Graduate School home web-page. This policy defines Academic Dishonesty and Academic Misconduct. These definitions are not all inclusive and conduct not expressly set forth in the definitions may also be considered academic dishonesty or academic misconduct. The policy also includes the description of the Graduate Academic Appeals Committee, the procedure for charges of academic dishonesty, and the procedure for charges of academic misconduct.

Appeal procedures of academic grades or academic program dismissal are found in the Student Handbook. All other types of appeals not solved at the instructor or departmental level should be referred to the Dean of Graduate School.

Limit on Workshop and Independent Study Credit

Incompletion of Capstone Projects

Academic Probation and Dismissal

Academic Dishonesty/ Academic Misconduct

Appeals Procedures

Assessment Program

Assessment is conducted university-wide to measure student progress toward educational goals, to improve teaching and learning, and to evaluate institutional effectiveness. A number of instruments and techniques are used in the assessment process. In addition to the normal procedures for grading, graduate students may be asked to complete surveys, participate in focus groups, or participate in other assessment activities designed to ensure the continued improvement of the quality of learning. Additional details concerning the University's assessment efforts can be obtained by contacting the Director of Institutional Research and Assessment.

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 assures confidentiality of education records containing information directly related to a presently enrolled student, a former student, or alumni.

The institution, according to the Act, may make public "directory information" about a student, e.g., name, address, e-mail address, telephone listings, attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, and the previous educational agency or institution attended.

A request to suppress from public distribution the above mentioned information must be made in writing annually to the Vice President for Student Services no later than September 15 of the academic year for which the information is being made public. Further information may be obtained from the Student Services Office.

University Policy

While every effort will be made to conform to catalog announcements, the University reserves the right to adapt its program as may be necessary.

GRADUATION REQUIREMENTS

Graduate students admitted unconditionally must apply for candidacy to the selected degree program upon completion of twelve credit hours. Students admitted conditionally cannot apply for candidacy until all conditions assigned at the time of admission to graduate study have been removed. **Failure to apply for candidacy will result in a hold being placed upon the student's records.** A petition to remove a hold must be addressed to the Dean of Graduate School.

Candidacy

In addition to satisfying all degree requirements, a candidate for a degree must file an "Application for Graduation" at the Registrar's Office. **THIS MUST BE DONE THE FIRST WEEK OF THE SEMESTER/TERM IN WHICH THE DEGREE WORK IS EXPECTED TO BE COMPLETED OR YOU WILL NOT BE PERMITTED TO GRADUATE THAT SEMESTER.** A processing fee, payable at the Student Accounts Office, is assessed when the application for graduation is approved. If the student fails to complete all graduation requirements, an additional processing fee will be assessed for the next semester or term in which graduation is planned.

Application for Graduation/ Processing Fee

Before any transcript or diploma is issued, the student must have paid any debt owed the University.

Financial Obligation

The University confers degrees at commencement, which is held in May and December of each year. No degree is conferred except at these times. Students will participate in the commencement ceremony held at the end of the fall or spring semester during which they complete all degree requirements. Students who are completing course work for degree requirements during the summer term(s) will participate in the following fall commencement ceremony. The candidate is expected to be present at commencement for the conferral of the degree unless written authorization in absentia is granted by the Dean of Graduate School.

Commencement

Academic regalia shall be worn by the student during the graduation ceremony. No, decorations, writings, necklaces, braids, pins, cords, medallions or other items shall be worn or placed on the academic regalia.

Diplomas are mailed to graduates following commencement.

Requests to graduate in absentia must be in writing and should be forwarded to the Dean of Graduate School at least two weeks prior to the scheduled graduation date. Graduate students who have been approved to graduate in absentia will receive their diplomas by mail after the actual conferral of the degrees.

Absentia Graduation

Candidates who prepare a thesis in partial fulfillment of the requirement for a master's degree must exhibit the capabilities of gathering, organizing, evaluating, and reporting data which are pertinent to the topic of investigation.

All theses must be written in accordance with the guidelines set forth in the thesis writing guide "Instructions for the Preparation of the Master's Thesis." This guide may be obtained at the Graduate School or the candidate's major department.

The candidate's thesis committee will be appointed by the program director in consultation with the student's department head. Once the general area of research is determined through conference with the advisor(s), the student begins the process necessary for preparation of the thesis. Under the direction of the committee, the student prepares and submits a thesis plan for approval to the Dean of Graduate School via the program director.

Master's Thesis

The thesis may be completed at any time after the student has been admitted to candidacy for the degree. However, the thesis committee must receive the thesis by October 1 if graduating in the fall term and by March 1 if graduating in the spring term.

The final copies of the thesis and abstract, in acceptable form, along with a report of the oral examination, must be filed with the Dean of Graduate School no later than two weeks prior to the date of graduation.

Three copies of the thesis are required. The first copy is for the library, the second copy is for the major department, and the third copy is for the Dean of Graduate School. Additional copies may be submitted for personal retention by the student. The cost of thesis binding will be borne by the student. Authentic signatures (not photocopies) by each member of the student's advisory committee are required on each approval sheet submitted with the thesis.

Each candidate shall prepare a thesis abstract of not more than 350 words. Three copies of the abstract will be submitted with the three copies of the thesis.

An oral defense of the thesis is required. It will be conducted by the thesis committee. The Dean of Graduate School will be notified by the committee, in writing, when the student has passed the oral defense. The oral defense of the thesis must be passed at least three weeks before the degree is conferred.

Portfolio

Candidates for the Master of Education in Educational Leadership; School Counseling and Leadership; and Teaching, Learning and Leadership are required to submit a portfolio for completion of requirements of the degree demonstrating evidence of the candidate's competencies required by the specific program standards. A satisfactory portfolio is a requirement for completion of the program.

The candidate must enroll in two hours of portfolio study after completion of twenty-eight hours of course work. The portfolio is to be completed at the end of course work during the last semester of enrollment.

Three copies of the portfolio are required. One copy is for the Center for Leadership and Learning, and the other copies are for the portfolio committee members. An oral review of the portfolio is required. The oral review will be in compliance with Arkansas licensure requirements.

Degree Completion Requirements

1. Obtain from the University an official statement of admittance to graduate study.
2. Develop a planned program of studies (including determined prerequisites) under supervision of designated faculty advisor, with any subsequent modifications approved by advisor and program director.
3. Apply for admission to candidacy after completion of 12 hours.
4. Complete course work for the degree.
5. Successfully complete a thesis, portfolio, comprehensive exam, internship, or research project as set forth in this catalog.
6. Submit an "Application for Graduation" form accompanied by the payment of graduation fee. This must be done during the first week of the semester or term in which the degree work is to be completed.
7. Complete the degree within six years from the time unconditional or conditional admission to the program was granted.
8. See specific degree programs for special requirements.

MASTER OF EDUCATION AND MASTER OF SCIENCE IN EDUCATION

The University has an interest in meeting the professional growth and advancement needs of certified teachers and professionals in the service region. The Master of Education includes majors in Instructional Improvement; Educational Leadership; Elementary Education; School Counseling and Leadership; Teaching, Learning and Leadership. In Secondary Education, with secondary education specializations in English, Instructional Technology, Mathematics, Physical Education, and Social Studies. The Master of Science in Education specializes exclusively in Gifted Education.

Dr. Glenn Sheets, Dean
Crabaugh Hall, Room 203
(479) 968-0350
Glenn.Sheets@atu.edu
Fax: (479) 964-0811

Students are eligible to apply for unconditional admission to the Master of Education degree program if they meet the admission requirements for Graduate School, and meet the degree requirements listed for each program.

Unconditional Admission

Applicants who fail to meet all of the departmental requirements may be accepted conditionally provided the deficiencies are completed prior to the completion of twelve semester hours of graduate work.

Conditional Admission

Applicants who fail to meet the grade point requirement specified for unconditional admission may be admitted conditionally to enroll for a maximum of twelve semester hours. If a cumulative 3.00 grade point average or better is achieved at the completion of twelve semester hours, the student will be granted unconditional admission.

The academic advising process for degree students begins at the time that the student is admitted to Graduate School. When the student is admitted, the student's program director invites him/her to come in for an advising and orientation session at the student's earliest convenience. When the student meets with the program director, he/she is given an orientation, a master's degree program check-off list (outlines all major steps in completing the degree), and a degree plan outline (list of courses to be completed). This initial advising session ensures that the student is informed of all degree requirements, policies, and procedures; is familiar with the department and the program director; and is assigned to an advisor (usually the program director). Subsequently, the academic advisor and the Graduate School monitor the student's progress as they progress through the program. It remains, however, the student's responsibility to understand and satisfy all degree requirements.

Academic Advisors

The graduate academic advisor is responsible for:

1. Helping the student plan a balanced program of graduate work adapted to the student's particular interests, needs, and abilities.
2. Advising and assisting the student during the completion of the requirements for the degree.
3. Assisting the student in preparing a thesis or project in educational research.
4. Ensuring that the student is aware of assistance and services provided for graduate students by the various university offices.

Students who have been granted conditional admission are eligible for admission to candidacy for the degree upon the completion of twelve hours with a 3.00 grade point average or better and completion of all deficiencies. Students who have been granted unconditional admission are eligible for admission to candidacy upon completion of twelve hours with a 3.00 grade point average or better. Students who do not submit an "Application for Admission to Candidacy" prior to the end of the semester

Admission to Candidacy

in which the student becomes eligible will not be allowed to register for subsequent graduate classes.

General Requirements

1. Thirty-six semester hours must be completed, 18 of which must be at the 6000 level.
2. The Graduate Record Examination (GRE) or Miller's Analogy Test (MAT) must be completed and official scores on file in the Graduate School.
3. A core requirement in professional education (at least 18 semester hours) must be completed.
4. An approved thesis, portfolio, or project in educational research must be successfully completed.
5. A cumulative grade point average of a 3.00 or better must be achieved in all graduate work attempted at Arkansas Tech University, with a maximum of 6 hours of "C" grades. A student receives more than 6 hours of "C" grades or grades lower than "C" should refer to the section of the catalog on "Academic Probation and Suspension."
6. Twenty-seven hours of graduate work must be taken while in residence at Arkansas Tech University. Full-time residence is not required.
7. The master's degree program must be completed within six years from the time of admission to the graduate program.

Special Conditions of Graduate Credit Graduate Credit Taken Prior to Admission to Arkansas Tech University

A maximum of **nine** semester hours of graduate credit with a grade point average of "B" or better may be transferred from an accredited graduate school if deemed appropriate to the graduate program by the head of the student's major department and the Dean of Graduate School. Students must send a written request to the head of their major department to petition an acceptance of the transfer credit prior to requesting admission to candidacy to the graduate program. Graduate credit earned six years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the appropriate program director and the Dean of Graduate School. Credits earned by correspondence courses or for remedial purposes will not apply toward the graduate degree. No undergraduate course may be repeated for graduate credit.

Graduate Credit Taken After Admission to Arkansas Tech University

If after admission to graduate study, a student wishes to take a course at another institution to count toward degree requirements at Arkansas Tech University, the student must (in advance of enrollment) obtain written approval from the program director and the Dean of Graduate School.

Project in Educational Research

All candidates for a M.ED. or M.S.E. degree must complete either a project in educational research related to their major/specialization or a portfolio. Under unusual circumstances, a written comprehensive exam may be used to replace the action research project. Any request for this substitution should be made to the program director.

MASTER OF EDUCATION

ELEMENTARY EDUCATION

The Master of Education in Elementary Education is designed to provide post baccalaureate preparation for public school teachers who wish to broaden their knowledge of teaching and learning as well as subject matter content.

Dr. David Bell, Chair
Crabaugh Hall, Room 210
(479) 968-0392
David.Bell@atu.edu

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Education degree program in Elementary Education if they meet the admission requirements for Graduate School and departmental requirements.

Degree Requirements

Candidates for the Master of Education degree with a major in elementary education must complete the following 36-semester-hour degree program.

Elementary Education Core Requirements (15 hours)

EDFD 6003 Educational Research
EDFD 6043 Current Issues in Human Learning
EDFD 6053 The At-Risk Child in the School Environment
EDFD 6313 Principles of Curriculum Development
EDFD 6993 Project in Educational Research

Elementary Education Option (21 hours)

EDFD 6203 Supervision of Instruction **OR**
EDFD 6503 Classroom and Behavioral Management
EDFD 6403 Social and Historical Factors in Education
ELED 6523 Survey of Research in Elementary Education
Electives: Additional elementary education electives to meet the 36-hour degree requirement.

MASTER OF EDUCATION

SECONDARY EDUCATION

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Education degree program in Secondary Education if they meet the admission requirements for Graduate School and departmental requirements.

Professional Education Core Requirements (18 hours)

The professional knowledge core is designed to provide the teacher with graduate work in five areas of professional knowledge: research and statistics, curriculum and instructional design, human relations and management, individual differences, and foundations/instructional issues/global studies.

The student must take one course from each area with the exception of the instructional issues and foundations area, from which two courses are required. The secondary education major electing to write a thesis will complete SEED 6993 as one of the two courses required for instructional issues and foundations.

EDFD 6003 Educational Research
EDFD 6993 Project in Educational Research
EDFD 6313 Principles of Curriculum Development
EDFD 6203 Supervision of Instruction **OR**
EDFD 6503 Classroom and Behavioral Management
EDFD 6053 The At-Risk Child in the School Environment
EDFD 6043 Current Issues in Human Learning **OR**
EDFD 6403 Social and Historical Factors in Education

Secondary Education English

Dr. Tim Carter,
Associate Professor
Crabaugh Hall, Room 207
(479) 968-0420
Tim.Carter@atu.edu

The purpose of the master's program in English is to advance student understanding of English teaching, content, and research.

Degree Requirements

Candidates for the Master of Education degree with a specialization in English must complete 18 semester hours in English and 18 semester hours in education.

English Core Requirements (18 hours)

ENGL 6013 Structure of the English Language
ENGL 6033 Rhetoric
English Electives 6 - 12 semester hours

Professional Education Core Requirements (18 hours)

EDFD 6003 Educational Research
EDFD 6993 Project in Educational Research
EDFD 6313 Principles of Curriculum Development
EDFD 6203 Supervision of Instruction **OR**
EDFD 6503 Classroom and Behavioral Management
EDFD 6053 The At-Risk Child in the School Environment
EDFD 6043 Current Issues in Human Learning **OR**
EDFD 6403 Social and Historical Factors in Education

The purpose of the master's program in Mathematics is to promote professional and scholarly growth in student's understanding of mathematics learning and pedagogy from theoretical, research, and practical orientations.

Degree Requirements

Candidates for the Master of Education degree with a specialization in mathematics must complete 36 hours according to the following curriculum.

Mathematics Core Requirements

MATH 6123 Modern Geometry
MATH 6143 Number Theory
MATH 6183 Introduction to Real Analysis
MATH 6993¹ (for students choosing the thesis option)

Professional Education Core Requirements

EDFD 6003 Educational Research
EDFD 6313 Principles of Curriculum Development
EDFD 6203 Supervision of Instruction
and one of the following:
EDFD 6043 Current Issues in Human Learning
EDFD 6053 The At-Risk Child in the School Environment
EDFD 6203 Supervision of Instruction
EDFD 6503 Classroom and Behavioral Management
SEED 6993 Thesis Research¹ (for students choosing the thesis option)

Pedagogy Requirements

MATH 6213 Methods in Teaching Middle School Mathematics **OR**
MATH 6323 Methods in Teaching Secondary Mathematics

Additional Requirements

The remaining 15 semester hours (9 semester hours if the thesis option is followed) are to be chosen, with the advice and approval of the student's mathematics department advisor from 5000-6000 level courses with prefixes of EDFD, EDMD, MATH², or INFT.

¹Thesis option only.

²If the candidate has not completed a course in the history of mathematics, MATH 5113 must be selected.

The mission of the Master's of Education in Physical Education is to provide post-baccalaureate preparation for public school teachers who wish to broaden their knowledge of the field of physical education and the teaching and learning process.

Degree Requirements

Candidates for the Master of Education degree with a specialization in physical education must complete 18 semester hours in physical education and 18 semester hours in education. Each student must complete the 9 semester hours that comprise the core requirements and complete additional physical education electives to meet the 18 semester hour requirement in physical education.

Secondary Education Mathematics

Dr. Tim Carter,
Associate Professor
Crabaugh Hall, Room 207
(479) 968-0420
Tim.Carter@atu.edu

Secondary Education Physical Education

Dr. Annette Holeyfield, Chair
J.W. Hull Physical Education
Building, Room 110
(479) 968-0323
Annette.Holeyfield@atu.edu

Physical Education Core Requirements

PE 6013 Principles of Physical Education
PE 6023 Curriculum Development in Physical Education
PE 6083 Research Design and Statistics in Physical Education

Electives:

Scientific Foundations (area of interest)

PE 6033 Exercise Physiology
PE 6053 Biomechanics
PE 6073 Exercise and Sport Behavior

Developmental Learning (area of interest)

PE 6043 Psychology of Motor Learning

Wellness Science (area of interest)

WS 6013 Wellness Concepts and Applications
WS 6023 Wellness and Fitness Program Management

Professional Education Core Requirements

EDFD 6003 Educational Research
EDFD 6993 Project in Educational Research
EDFD 6313 Principles of Curriculum Development
EDFD 6203 Supervision of Instruction **OR**
EDFD 6503 Classroom and Behavioral Management
EDFD 6053 The At-Risk Child in the School Environment
EDFD 6043 Current Issues in Human Learning **OR**
EDFD 6403 Social and Historical Factors in Education

Secondary Education Social Studies

Dr. Tim Carter,
Associate Professor
Crabaugh Hall, Room 207
(479) 968-0420
Tim.Carter@atu.edu

The Master of Education in Social Studies is designed to give students, especially teachers and future teachers, a greater subject matter knowledge in history, political science, and geography; sharpened critical thinking skills about man's society; and a heightened social studies research skills.

Degree Requirements*

Candidates for the Master of Education degree with a specialization in social studies must complete 18 semester hours in social studies and 18 semester hours in education.

Social Studies Core Requirements

GEOG 6003 Political Geography
Social Studies Electives 9-15 semester hours

Professional Education Core Requirements

EDFD 6003 Educational Research
EDFD 6993 Project in Educational Research
EDFD 6313 Principles of Curriculum Development
EDFD 6203 Supervision of Instruction **OR**
EDFD 6503 Classroom and Behavioral Management
EDFD 6053 The At-Risk Child in the School Environment

EDFD 6043 Current Issues in Human Learning OR
EDFD 6403 Social and Historical Factors in Education

*In addition to having a bachelor's degree, a candidate for the Master of Education degree must meet the following undergraduate prerequisites to take graduate courses in each of the following disciplines:

- American History courses - 9 semester hours in undergraduate American history
- European History courses - 9 semester hours in undergraduate European history (including Western or World Civilization)
- Economics courses - 6 semester hours in undergraduate economics
- Geography courses - 6 semester hours in undergraduate geography
- Political Science courses - 6 semester hours in undergraduate political science
- Psychology courses - 6 semester hours in undergraduate psychology
- Sociology courses - 6 semester hours in undergraduate sociology

The Master of Education degree with a specialization in Instructional Technology is designed for candidates working toward a degree in the general field of instructional technology or for candidates with valid Arkansas teacher certification seeking Arkansas certification as School Library Media Specialists (Ten-Year Certificate). Entrance into the instructional technology program does not require teacher certification.

Degree Requirements

Candidates for the Master of Education degree with a specialization in instructional technology must complete 36 hours of graduate-level course work that includes 24 semester hours in approved educational media, library media, or computer science courses, and a minimum of 6 hours of professional education core requirements. Candidates electing to write a thesis are required to take EDMD 6993 and SEED 6993. Candidates may select a concentration for library media licensure (requires Arkansas teacher licensure), a concentration in instructional design and technology, or a general program in instructional technology. To be certified as a Library Media Specialist, after completing the master's degree, one must attain the minimum score as established by the Arkansas Department of Education on the Media Specialist-Library specialty area section of the Praxis Programs.

Degree requirements for Instructional Technology

- EDFD 6003 Educational Research
- EDFD 6993 Project in Educational Research
- EDMD 5033 Introduction to Instructional Technology
- EDMD 6163 Internet Resources
- EDMD 6303 Survey of Instructional Media
- EDMD 6313 Instructional Design and Product Development
- EDMD 6503 Computer Literacy
- EDMD 6513 Computer-Based Instruction
- Electives: Additional instructional technology electives to meet the 36-hour degree requirement.

Degree requirements for the Library Media specialty option

- EDFD 6003 Educational Research
- EDFD 6993 Project in Educational Research
- EDMD 5033 Introduction to Instructional Technology
- EDMD 6133 Production of Instructional Materials
- EDMD 6233 Administration of Media Programs
- EDMD 6313 Instructional Design and Product Development
- EDMD 6433-6 Practicum in Educational Media
- EDMD 6883 Workshop: Preservation of Instructional Materials **OR**
- EDMD 6163 Internet Resources
- LBMD 6003 Selection of Instructional Materials

Secondary Education Instructional Technology

Connie Zimmer,
Associate Professor
Crabaugh Hall, Room 308
(479) 968-0434
Connie.Zimmer@atu.edu

LBMD 6013 Reference Materials in the School Library Media Center
LBMD 6023 Classification and Cataloging
LBMD 6403 Literature for Children and Adolescents

Degree requirements for Instructional Design and Technology option

EDFD 6003 Educational Research
EDFD 6993 Project in Educational Research
EDMD 5033 Introduction to Instructional Technology
EDMD 6113 Microcomputers for Education and Training
EDMD 6133 Production of Instructional Materials
EDMD 6163 Internet Resources
EDMD 6303 Survey of Instructional Media
EDMD 6313 Instructional Design and Product Development
EDMD 6513 Computer-Based Instruction
Electives: Additional instructional technology electives to meet the 36-hour degree requirement.

MASTER OF EDUCATION

SCHOOL COUNSELING AND LEADERSHIP

The Master of Education in School Counseling and Leadership is designed to prepare candidates for licensure as school counselors. The program consists of 15 hours of leadership core courses and 27 hours of school counseling specialty courses. Practical activities representative of situations school personnel face on a daily basis have been integrated into the coursework. The program will provide opportunities for outstanding teachers to earn Arkansas school counselor licensure. Students will be entered into the program as cohorts.

Dr. Kandis Croom,
Assistant Professor
Crabaugh Hall, Room 126
(479) 968-0419
Kandis.Croom@atu.edu

Students are eligible to apply for unconditional admission to the Master of Education degree program in School Counseling and Leadership if they meet the following requirements:

1. Applicants must meet the admission requirements for Graduate School.
2. Two years of teaching experience.

Degree Requirements

1. A minimum of 42 semester hours must be completed; all courses must be at the 6000 level, including the following courses:

Level One Coursework - Core Courses (15 hours)

COUN 6003 School Organization and Leadership for the Counselor
COUN 6011 Instructional Leadership/Counseling
COUN 6113 Action Research and Data Analysis for High Performing School
COUN 6133 Principles of Curriculum Development
COUN 6143 Organizational Change/Role of School Counseling
COUN 6152 Professional Portfolio

Level Two Coursework - School Counseling and Leadership (20 hours)

COUN 6213 Developmental Counseling: Theory and Application
COUN 6224 Counseling Skill Development (I)
COUN 6233 School Counseling Programs
COUN 6243 Group Counseling Strategies in the Schools
COUN 6254 Assessment and Career/Academic Advising
COUN 6263 Teaming, Collaboration, and Advocacy

Level Three Courses - Supervised Field Experiences (7 hours)

COUN 6303 Counseling Skill Development II
COUN 6302/4 Internship

2. A portfolio must be successfully completed and approved by a portfolio review committee.

Unconditional Admission

MASTER OF EDUCATION

EDUCATIONAL LEADERSHIP

Dr. Mary Gunter, Director
Crabaugh Hall, Room 131
(479) 968-0374
Mary.Gunter@atu.edu

The Master of Education in Educational Leadership is designed to prepare candidates for licensure as a principal or assistant principal at the building level. The program of study is reflective of the Arkansas Standards for School Leaders and the Interstate School Leaders Licensure Consortium (ISLLC) standards. Students will be entered into the program as cohorts.

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Education degree program in Educational Leadership if they meet the following requirements:

1. Applicants must meet the admission requirements for Graduate School.
2. Two years of teaching experience.

Degree Requirements

1. A minimum of thirty-eight semester hours (all at the 6000 level) must be completed, including completion of the following courses:
 - EDLD 6002 Administrative Law
 - EDLD 6013 School Organization and Leadership
 - EDLD 6023 Organizational Change
 - EDLD 6102 School Finance
 - EDLD 6113 Action Research and Data Analysis
 - EDLD 6153 Communication with School and Community
 - EDLD 6203 Education and Society: Continuities and Discontinuities
 - EDLD 6253 Instructional Leadership
 - EDLD 6303 Technology as an Administrative Tool
 - EDLD 6313 Principles of Curriculum for School Leadership
 - EDLD 6352 Physical Environment of Schools
 - EDLD 6402 Working with the Marginal Performer
 - EDLD 6552/4 Administrative Internship
 - EDLD 6992 Professional Portfolio
2. A portfolio must be successfully completed and approved by a portfolio review committee.
3. Course work from other institutions of higher education will only be transferred from institutions that have received program approval for a program of study reflective of the Arkansas Standards of Licensure for Building Level Principals.

MASTER OF EDUCATION

INSTRUCTIONAL IMPROVEMENT

The Instructional Improvement degree is designed around the three areas teachers have identified as constituting the biggest instructional problems. Those problems are: inclusion, students with limited English proficiency, and reading. The program requires a core of courses with a minimum of 6 hours in each of the problem areas. This is a 36 semester hour program.

Students may elect a concentration in TESOL by completing ENGL 5023, 5703, 5713, and 5723.

Students are eligible to apply for unconditional admission to the Master of Education degree program in Instructional Improvement if they meet the admission requirements for Graduate School and the departmental requirements.

Degree Requirements

Candidates for the Instructional Improvement degree must complete a core of 15 hours with a minimum of two courses in each of the areas of reading, inclusion and limited English proficiency.

Professional Education Core (15 hours)

- EDFD 6003 Educational Research
- EDFD 6993 Project for Educational Research
- EDFD 6063 Educational Assessment
- EDFD 6053 The At-Risk Child in the School Environment
- EDFD 6313 Principles of Curriculum Development

Reading (6 hours)

- ELED 5333 Teaching Reading and Study Strategies In the Content Area
- ELED 6323 Survey of Teaching Reading **OR**
- ELED 6343 Literacy Assessment and Intervention

Inclusion (6 hours)

- ELED 6803 Teaching the Exceptional Child
- ELED 6823 Introduction to Learning Disabilities

Limited English Proficiency(6 hours)

- ENGL 5023 Second Language Acquisition
- ENGL 5703 Teaching English as a Second Language

Electives: 3 hours

Dr. Sid Womack, Professor
Crabaugh Hall, Room 211
(479) 968-0423
Sid.Womack@atu.edu

Unconditional Admission

MASTER OF EDUCATION

TEACHING, LEARNING, AND LEADERSHIP

Dr. Rebecca Shopfner,
Associate Professor
Crabaugh Hall, Room 128
(479) 968-0207
Rebecca.Shopfner@atu.edu

The Master of Education in Teaching, Learning and Leadership will facilitate teachers in engaging, ongoing dialogue and study based on the integration of research, theory, and best practices. In addition to promoting the professionalization of teaching and improved professional practice, the completion of this degree will prepare teachers to be teacher leaders who have the knowledge, skills and dispositions to be mentors for new teacher inductees and colleagues, as well as marginal teachers. The degree will also fulfill the program of study requirements for Arkansas Curriculum/Program Administrator Licensure.

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Education degree program in Teaching, Learning, and Leadership if they meet the following requirements:

1. Applicants must meet the admission requirements for Graduate School.
2. Two years of teaching experience.

Degree Requirements

1. A minimum of 38 semester hours (all at the 6000 level) must be completed, including the completion of the following courses:

Common Core Courses (17 hours)

MTLL 6003 School Organization and Leadership for Teacher Leaders
MTLL 6113 Action Research and Data Analysis for School and Classroom Use
MTLL 6123 Instructional Leadership for the Master Teacher
MTLL 6133 Basic Elements of Curriculum
MTLL 6143 Organizational Change and the Role of the Master Teacher
MTLL 6152 Professional Portfolio for the Master Teacher

Additional Coursework (21 hours)

MTLL 6202 Professionalization of Teaching for the Master Teacher
MTLL 6223 Teaching and Learning for the Master Teacher
MTLL 6242 Cognitive Coaching and Mentoring for the Master Teacher
MTLL 6253 Advanced Curriculum Design Practicum for the Master Teacher
MTLL 6262 Action Research Practicum for the Master Teacher
MTLL 6271 Resource Acquisition for the Master Teacher
EDLD 6002 Administrative Law
EDLD 6402 Working with the Marginal Performer
EDLD 6552/4 Administrative Internship

2. A culminating portfolio must be successfully completed and approved by a portfolio review committee.

MASTER OF SCIENCE IN EDUCATION

GIFTED EDUCATION

The Master of Science in Education in Gifted Education Degree and the Gifted Education Certification Program provide a well conceived and systematic, yet flexible plan for opportunities to gain expertise in the development and education of the gifted and related areas in education. These programs will prepare graduates for a variety of types and levels of professional roles including: Practitioner (Teacher/Consultant), Teacher Trainer/Coordinator, and Program Developer/Evaluator.

Dr. Gwen Morgan, Professor
Crabaugh Hall, Room 109
(479) 968-0684
Gwen.Morgan@atu.edu

Students are eligible to apply for unconditional admission to the Master of Science in Education degree program in Gifted Education if they meet the admission requirements for Graduate School and the departmental requirements.

Unconditional Admission

Degree Requirements

Candidates for the Master of Science in Education degree in gifted education must complete a minimum 36-semester-hour degree program consisting of 9 semester hours of gifted education core requirements, 9 semester hours of professional education core requirements that includes a minimum of 3 hours of action research, 9 semester hours in professional practicum and 9 semester hours in a subject matter area.

Gifted Education Core Requirements (9 hours)

GTED 6843 Curriculum Development for Instruction of the Gifted/Talented
GTED 6853 Methods and Materials in Gifted Education
GTED 6903 Guidance and Counseling for the Gifted/Talented

Professional Education Core Requirements (9 hours)

GTED 6993 Action Research
GTED 6833 Current Issues and Trends in Gifted Education
EDFD 6003 Educational Research

Professional Practicum (9 hours)

GTED 5003 Understanding the Gifted in Home, School, and Community
GTED 6863 Practicum in Gifted Education
GTED 6873 Developing Creative Talent

Subject Matter Requirements (9 hours)

Nine (9) semester hours at the 5000-6000 level to be selected from graduate courses in subject matter areas pertaining to the student's professional development goals.

EDUCATIONAL SPECIALIST DEGREE

Dr. Mary Gunter, Director
Crabaugh Hall, Room 131
(479) 968-0374
Mary.Gunter@atu.edu

The Educational Specialist Degree program is based on the “value-added” concept of preparation of school leaders for district level leadership positions such as superintendent and assistant superintendent.

Unconditional Admission

Students are eligible to apply for unconditional admission to the Educational Specialist degree program if they meet the requirements listed:

1. Hold a Master's degree or equivalent in Educational Leadership.
2. Hold a Standard Teaching License.
3. Hold an Administrative License.
4. Pass a written assessment or portfolio update to be administered and/or reviewed by Educational Leadership faculty.

Conditional Admission

Applicants who fail to meet the grade point requirement specified for unconditional admission may be admitted conditionally to enroll for a maximum of twelve semester hours. If a cumulative 3.00 grade point average or better is achieved at the completion of twelve semester hours, the student will be granted unconditional admission.

Academic Advisors

The director of the CLL program will assign a faculty advisor to each student admitted to the degree program. The advisor will assist the student in the program of study that leads to the fulfillment of degree requirements. Subsequently, the academic advisor, the Department Graduate Committee, and the Graduate School monitor the student's progress as they progress through the program. It remains, however, the student's responsibility to understand and to satisfy all degree requirements.

Admission to Candidacy

Students who have been granted conditional admission are eligible for admission to candidacy for the degree upon the completion of twelve hours with a 3.00 grade point average and completion of all deficiencies. Students who have been granted unconditional admission are eligible for admission to candidacy upon completion of twelve hours with a 3.00 grade point average. Students who do not submit an “Application for Admission to Candidacy” prior to the end of the semester in which the student becomes eligible will not be allowed to register for subsequent graduate classes.

Degree Requirements

1. A minimum of 30 semester hours (all at the 7000 level), including the completion of the following courses:
 - EDLD 7003 Seminar in Systems Issues
 - EDLD 7013 The Superintendency and Central Office
 - EDLD 7022 Building a Leadership Community
 - EDLD 7023 School Board Relations
 - EDLD 7033 School Personnel and Business Management
 - EDLD 7101 Administrative Internship in Educational Facilities
 - EDLD 7112 Advanced Legal Issues
 - EDLD 7113 Seminar in Current Issues
 - EDLD 7122 Educational Facilities
 - EDLD 7132 School Finance for District Level Administration
 - EDLD 7143 School Accountability Systems
 - EDLD 7201 Administrative Internship in District Level Finance
 - EDLD 7202 Administrative Internship in School Accountability Systems

2. A portfolio must be successfully completed and approved by a portfolio review committee.

Portfolio

A candidate for an Educational Specialist in Educational Leadership must complete a portfolio as part of the program of study for the degree of Educational Specialist. This portfolio is an edited, integrated collection of an Educational Leadership candidate's evidence that competencies reflective of the Arkansas Standards and the Interstate School Leaders Standards have been acquired. It is NOT merely a file of course projects, nor is it a scrapbook of professional memorabilia. It is a collection of a student's best work developed during his program of study. It should showcase the student's best work as an educational leadership candidate and demonstrate the student's expertise relative to the principles and standards for a district administrator. The portfolio is a collection of documents providing tangible evidence of the wide range of knowledge, dispositions, and skills possessed as a professional. The candidate's portfolio is a work in progress and should be updated regularly throughout one's program of study. It should provide evidence of the value-added concept from a Master Degree Portfolio.

A maximum of **nine** semester hours of graduate credit with a grade point average of "B" or better may be transferred from an accredited graduate school if deemed appropriate to the graduate program by the head of the student's major department and the Dean of Graduate School. Students must send a written request to the head of their major department to petition an acceptance of the transfer credit prior to requesting admission to candidacy to the graduate program. Graduate credit earned six years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the appropriate program director and the Dean of Graduate School. Credits earned by correspondence courses or for remedial purposes will not apply toward the graduate degree. No undergraduate course may be repeated for graduate credit.

If after admission to graduate study, a student wishes to take a course at another institution to count toward degree requirements at Arkansas Tech University, the student must (in advance of enrollment) obtain written approval from the program director and the Dean of Graduate School.

**Special Conditions of
Graduate Credit
Graduate Credit Taken
Prior to Admission to
Arkansas Tech University**

**Graduate Credit Taken
After Admission to
Arkansas Tech University**

MASTER OF SCIENCE

COLLEGE STUDENT PERSONNEL

Dr. Susan Underwood, Director
Bryan Hall, Room 118
(479) 964-3251
Susan.Underwood@atu.edu

The Master of Science in College Student Personnel is a two-year, practitioner-oriented program, philosophically based in college student development and university administration. It is designed to prepare thoughtful, compassionate, first-line student and university service administrators armed with the knowledge, skills and dispositions needed to begin a career in the variety of settings in which such services are needed.

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Science degree program in College Student Personnel if they meet the following requirements:

1. Applicants must meet the admission requirements for Graduate School.
2. Applicants must have previous experience in some area of student leadership or student services.
3. Applicants must submit three letters of reference from faculty or staff at an educational institution who can attest to the candidate's ability to work with students.
4. Applicants must submit recent (within the last 5 years), acceptable scores (to be determined by the faculty) of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).
5. Applicants must submit an essay that elucidates the requisite previous experiences and the applicant's commitment to student personnel as a career path. The review of the essay will include a focus on both content and the applicant's ability to write clearly and concisely.

Conditional Admission

Applicants who fail to meet all of the departmental requirements may be accepted conditionally provided the deficiencies are completed prior to the completion of twelve semester hours of graduate work.

Applicants who fail to meet the grade point requirement specified for unconditional admission may be admitted conditionally to enroll for a maximum of twelve semester hours. If a cumulative 3.00 grade point average or better is achieved at the completion of twelve semester hours, the student will be granted unconditional admission.

Academic Advisors

The director of the program will assign a faculty advisor to each student admitted to the degree program. The advisor will assist the student in the design of a curriculum of study that leads to the fulfillment of degree requirements. Subsequently, the academic advisor, the Department Graduate Committee, and the Graduate School monitor the students' progress as they progress through the program. It remains, however, the student's responsibility to understand and to satisfy all degree requirements.

Admission to Candidacy

Students who have been granted conditional admission are eligible for admission to candidacy for the degree upon the completion of twelve hours with a 3.00 grade point average or better and completion of all deficiencies. Students who have been granted unconditional admission are eligible for admission to candidacy upon completion of twelve hours with a 3.00 grade point average or better. Students who do not submit an "Application for Admission to Candidacy" prior to the end of the semester in which the student becomes eligible will not be allowed to register for subsequent graduate classes.

Degree Requirements

1. The completion of a minimum of 36 semester hours of graduate work including the following courses:
 - CSP 6013 American Higher Education in Transition
 - CSP 6023 Introduction to College Student Personnel Work
 - CSP 6033 Theory and Practice in College Student Personnel
 - CSP 6043 American College Student
 - CSP 6053 Legal Issues for Professionals in College Student Personnel
 - CSP 6063 Special Topics: College Student Personnel Capstone Seminar
 - CSP 6073 Counseling with College Students
 - CSP 6081-3 Practicum I in College Student Personnel
 - CSP 6091-3 Practicum II in College Student Personnel
 - CSP 6113 Research Design and Analysis
 - *CSP 6123 Assessment and Evaluation in Higher Education
 - *CSP 6133 Ethical Leadership in Higher Education
- *2. A thesis option is available for those students planning to pursue further graduate study. The thesis option must be approved by the Program Director. Students completing the thesis would take CSP 6096: Thesis in College Student Personnel in the place of CSP 6123: Assessment and Evaluation in Higher Education and CSP 6133: Ethical Leadership in Higher Education.
3. A cumulative grade point average of at least 3.00 in all graduate courses completed at Arkansas Tech University with a maximum of 6 hours of "C" grades.
4. A minimum of 27 hours of graduate course work completed at Arkansas Tech University.
5. Successful completion of the comprehensive examination. Comprehensive examination policies are available from the program director.
6. Completion of all degree requirements within six years from the time of unconditional or conditional admission into the program.

A maximum of **nine** semester hours of graduate credit with a grade point average of "B" or better may be transferred from an accredited graduate school if deemed appropriate to the graduate program by the head of the student's major department and the Dean of Graduate School. Students must send a written request to the head of their major department to petition an acceptance of the transfer credit prior to requesting admission to candidacy to the graduate program. Graduate credit earned six years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the appropriate program director and the Dean of Graduate School. Credits earned by correspondence courses or for remedial purposes will not apply toward the graduate degree. No undergraduate course may be repeated for graduate credit.

If after admission to graduate study, a student wishes to take a course at another institution to count toward degree requirements at Arkansas Tech University, the student must (in advance of enrollment) obtain written approval from the program director and the Dean of Graduate School.

**Special Conditions of
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Prior to Admission to
Arkansas Tech University**

**Graduate Credit Taken
After Admission to
Arkansas Tech University**

MASTER OF SCIENCE

EMERGENCY MANAGEMENT AND HOMELAND SECURITY

Dr. Robert Schwartz, Chair
Bryan Hall, Room 220
(479) 356-2092
Robert.Schwartz@atu.edu

The Department of Emergency Administration and Management (EAM) at Arkansas Tech University offers a solid background in emergency management skills such as preparedness, mitigation, response, and recovery. There is a growing demand for professionals educated in emergency management for the private business sector, education, and various government agencies and organizations at all levels-local, state, regional, national, and international.

This degree offers a specialized program both for existing career professionals in the discipline and for those seeking the diverse employment opportunities available in this evolving career field. The curriculum applies a multidisciplinary approach targeting the principles of emergency management along with state-of-the-art technologies.

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Science degree program in Emergency Management and Homeland Security (EMHS) if they meet all of the following requirements. Additionally, all application credentials are examined by a faculty committee from the EAM Department in determining admission status.

1. Applicants must meet the admission requirements for the Graduate School.
2. Cumulative grade point average of 3.00.
3. Statement of intent which addresses career goals, interests in graduate school and emergency management, and research or practicum interests.
4. Resume or vita.
5. Reference letters from an academic or professional source excluding references from faculty in the ATU Department of Emergency Administration and Management (three letters are recommended).

Conditional Admission

Conditional admission may be possible when the grade point average is between 2.5 and 3.0. In addition, all application credentials are examined by a faculty committee from the EAM Department to determine admission status. If a cumulative 3.00 grade point average or better is achieved at the completion of twelve semester hours and all other requirements have been met, the student will be granted unconditional admission.

Academic Advisors

The EMHS Graduate Committee will assign a faculty advisor to each student admitted to the EMHS degree program. This advisor will assist the student in designing a curriculum of study leading to the fulfillment of degree requirements. Additionally, the academic advisor and the Graduate School will monitor the students's progress. Ultimately, it remains the student's responsibility to understand and to satisfy all degree requirements.

Admission to Candidacy

Students who have been granted conditional admission are eligible for admission to candidacy for the degree upon the completion of twelve graduate hours with a 3.00 grade point average or better and completion of any deficiencies. Those students admitted with unconditional admission are eligible for admission to candidacy upon completion of twelve graduate hours with a 3.00 grade point average or higher. All students who do not submit an "Application for Admission to Candidacy" prior to the end of the semester in which the student becomes eligible will not be allowed to register for subsequent graduate classes.

Degree Requirements

The completion of 36 hours of graduate work is required, of which 18 semester hours must be at the 6000 level. The 36 hours are taken with four component areas: Professional Component, Methods Component, Applied Research Component, and Interdisciplinary Component.

Professional Component

Most courses have the prerequisite or acceptable equivalencies of EAM 1003 or 1013 or the consent of the instructor.

Methods Component (3 hours)

EMHS 6103 Research Design and Methods

Applied Research Component (6 Hours)

Thesis Option:

EMHS 6303 Thesis Research

EMHS 6313 Thesis Seminar

Practicum Option:

EMHS 6403 Action Research Practicum I

EMHS 6413 Action Research Practicum II

Interdisciplinary Component (6 hours)

Elective graduate courses tailored to each student's interests and career objectives.

A maximum of **nine** semester hours of graduate credit with a grade point average of "B" or better may be transferred from an accredited graduate school if deemed appropriate to the graduate program by the head of the student's major department and the Dean of the Graduate School. Students must send a written request to the head of their major department to petition an acceptance of the transfer credit prior to requesting admission to candidacy to the graduate program. Graduate credit earned six years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the appropriate program director and the Dean of the Graduate School. Credits earned by correspondence courses or for remedial purposes will not apply toward the graduate degree. No undergraduate course may be repeated for graduate credit.

If after admission to graduate study, a student wishes to take a course at another institution to count toward degree requirements at Arkansas Tech University, the student must (in advance of enrollment) obtain written approval from the program director and the Dean of Graduate School.

**Special Conditions of
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Graduate Credit Taken
Prior to Admission to
Arkansas Tech University**

**Graduate Credit Taken
After Admission to
Arkansas Tech University**

MASTER OF SCIENCE

FISHERIES AND WILDLIFE SCIENCE

Dr. Joe Stoeckel, Director
McEver Hall, Room 31
(479) 968-0852
Joe.Stoeckel@atu.edu

The Master of Science in Fisheries and Wildlife Science is offered for those who wish to pursue careers in various areas of fisheries or wildlife science, and for those who wish to obtain a graduate degree before continuing their education at the doctoral level. The Department of Biological Sciences offers the M.S. degree with the option of selecting a concentration of study in either fisheries or wildlife science.

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Science degree program in Fisheries and Wildlife Science if they have:

1. Met the admission requirements for Graduate School.
2. Completed a bachelor's degree in a biological science from an accredited university.
3. Completed courses in fisheries management or wildlife management, ecology, and statistics with a minimum grade of "C".
4. Filed scores for the Graduate Record Examination (GRE) in the Graduate School.
5. Prepared a letter of intent that addresses the applicant's interests, goals, and reasons for applying to the degree program.
6. Provided two letters of recommendation, using the form provided by our department, from professors familiar with the applicant's academic ability.

Conditional Admission

Qualified students without the courses listed above may be accepted provided the deficiencies are made up without graduate credit. Applicants who fail to meet the grade point requirement specified for unconditional admission may be admitted conditionally to enroll for a maximum of twelve semester hours. If a cumulative 3.00 grade point average or better is achieved at the completion of twelve semester hours, the student will be granted unconditional admission.

Academic Advisors

A major advisor within the Fisheries and Wildlife Program is required. Submission of a letter to the program director by a faculty member that acknowledges willingness to serve as a student's major advisor, constitutes formal acceptance into the program. The advisor and student will select two or more qualified personnel (at least one from the Fisheries and Wildlife Program) to serve as members of the student's advisory committee.

The advisor and student should develop a program of study and have it approved by the student's advisory committee and program director within the first semester. The advisory committee will be responsible for identifying critical deficiencies in undergraduate preparation and adding courses to the program of study to compensate for these deficiencies. It remains, however, the student's responsibility to understand and to satisfy all degree requirements.

A proposal of thesis research developed by the student and the advisor and approved by the advisory committee and program director also is expected by the end of the first semester. The advisory committee will determine acceptability of the thesis and oral defense.

Admission to Candidacy

Students who have been granted conditional admission are eligible for admission to candidacy for the degree upon the completion of twelve hours with a 3.00 grade point average or better and completion of all deficiencies. Students who have been granted unconditional admission are eligible for admission to candidacy upon

completion of twelve hours with a 3.00 grade point average or better. Students who do not submit an "Application for Admission to Candidacy" prior to the end of the semester in which the student becomes eligible will not be allowed to register for subsequent graduate classes.

Degree Requirements

1. A minimum of 30 semester credit hours of coursework at the graduate level must be completed, including completion of:
 - FW 6001 Graduate Seminar in Fisheries and Wildlife Biology
 - FW 6002 Research Methods I
 - FW 6012 Research Methods II
 - FW 6013 Population Dynamics
 - An approved statistics class - 3 hours
 - FW 6991-6 Thesis Research - 6 hours
 - Approved 5000 or 6000 level elective courses - 13 hours
2. A minimum cumulative grade point average of 3.00 must be achieved in all graduate work attempted at Arkansas Tech University. A maximum of 6 hours of "C" can be counted toward degree requirements, and a student receiving more than 6 hours of "C" or 3 hours of "D" or "F" is subject to dismissal from the program. Refer to the section of the catalog on "Academic Probation and Suspension."
3. A written thesis and an oral defense of the research thesis must be approved by the advisory committee, the program director, and the Dean of Graduate School. Students must be enrolled for a minimum of 3 graduate hours during the term of the thesis defense.
4. Completion of all requirements of the degree must be accomplished within six years from the time of admission to the program.

A maximum of **six** semester hours of graduate credit with a grade point average of "B" or better may be transferred from an accredited graduate school if deemed appropriate to the graduate program by the program director and the Dean of the Graduate School. Students must send a written request to the program director to petition an acceptance of the transfer credit prior to requesting admission to candidacy to the graduate program. Graduate credit earned six years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the program director and the Dean of the Graduate School. Credits earned by correspondence courses or for remedial purposes will not apply toward the graduate degree. No undergraduate course may be repeated for graduate credit.

If after admission to graduate study, a student wishes to take a course at another institution to count toward degree requirements at Arkansas Tech University, the student must (in advance of enrollment) obtain written approval from the program director and the Dean of Graduate School.

**Special Conditions of
Graduate Credit
Graduate Credit Taken
Prior to Admission to
Arkansas Tech University**

**Graduate Credit Taken
After Admission to
Arkansas Tech University**

MASTER OF SCIENCE

INFORMATION TECHNOLOGY

Dr. Larry Morell, Chair
Corley Building, Room 262
(479) 968-0355
Larry.Morell@atu.edu

The Master of Science in Information Technology (MSIT) is a study of the hardware and software mechanisms used to implement modern information systems. It includes coverage of local-area networks, databases, operating systems, the Internet, and the web. Particular emphasis is placed on the use of information systems in business and education. The student is offered two specialty options: one in Computer-Based Instructional Technology (CBIT), and one in Information Technology (IT). Each program is built around a common core of three important technologies: networking, web development, database design and implementation.

The Computer-Based Instructional Technology (CBIT) specialty program enables a student to complete the degree through course-work directed to showing the application of computing technology to instruction.

The Information Technology (IT) specialty program is intended for students pursuing a career in technical support for business information systems. The focus is on an integrated study of networking, databases, and the web.

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Science degree program in Information Technology if they meet all of the following requirements:

1. Applicants must meet the admission requirements for Graduate School.
2. Applicants must have a background comparable to COMS 1003 and COMS 1403 (see undergraduate catalog for course descriptions), which includes familiarity with terminology and concepts related to word processing, spreadsheets, and databases. This background may be demonstrated by previous coursework, work experience, or by taking a test administered by the MSIT Graduate Committee.
3. Applicants have completed one math course beyond college algebra with a minimum grade of "C".
4. Applicants of CBIT program have completed one semester computer programming course comparable to COMS 2104 with a minimum grade of "C". Completions of one full year of computer programming courses comparable to COMS 2104 and COMS 2203 with a minimum grade of "C" are required for applicants of IT program.
5. Applicants must submit recent (within the last 5 years), acceptable scores (to be determined by the faculty) of the Graduate Record Examination (GRE) to the Graduate School.

Conditional Admission

Applicants who fail to meet the grade point requirement specified for unconditional admission or who are lacking background in computing, computer usage, or programming may be admitted conditionally by the MSIT Graduate Committee to earn a maximum of twelve (12) graduate credit hours. If a cumulative 3.00 grade point average or better is achieved at the completion of twelve semester hours, the student will be granted unconditional admission.

Academic Advisors

The MSIT Graduate Committee will assign a faculty advisor to each student admitted to the MSIT degree program. The advisor will assist the student in the design of a curriculum of study that leads to the fulfillment of degree requirements. Additionally, the academic advisor and the Graduate School will monitor the students'

progress. It remains, however, the student's responsibility to understand and to satisfy all degree requirements.

Students who have been granted conditional admission are eligible for admission to candidacy for the degree upon the completion of twelve graduate hours with a 3.00 grade point average or better and completion of all deficiencies. Students who have been granted unconditional admission are eligible for admission to candidacy upon completion of twelve hours with a 3.00 grade point average or higher. Students who do not submit to the MSIT Graduate Committee an "Application for Admission to Candidacy" prior to the end of the semester in which the student becomes eligible will not be allowed to register for subsequent graduate classes.

Admission to Candidacy

Degree Requirements

1. The completion of 36 hours of graduate work of which include 18 semester hours in MSIT core requirements plus requirements for the Computer-Based Instructional Technology (CBIT) or the Informational Technology (IT) specialty program. A minimum of 18 of these hours must be at the 6000 level.

MSIT Core Requirements (18 hours)

INFT 5203 Database Systems
INFT 5303 Developing and Administering Web Sites
INFT 5703 Computer Networks

Plus completion of 9 semester hours from the following courses:

INFT 5103 Software Development
INFT 5503 The UNIX Operating System
INFT 5403 Introduction to Information Technology and Systems
INFT 5413 Computer Systems and Architecture

*By passing assessment tests a maximum of 12 hours of core requirements courses can be substituted with other INFT elective courses.

Computer-Based Instructional Technology (CBIT) Option (18 hours)

EDFD 6003 Educational Research
EDMD 6133 Production of Instructional Materials
EDMD 6313 Instructional Design and Product Development
EDFD 6313 Principles of Curriculum Development
EDMD 6513 Computer Based Instruction
INFT 3 hour elective (6000 level)

Plus successful completion of written comprehensive examinations.

Information Technology (IT) Option (18 hours)

Completion of nine semester hours of the following courses and one of the three options

INFT 6203 Database Development and Administration
INFT 6303 Design of Web-based Information Systems
INFT 6403 Information Systems Analysis and Design
INFT 6703 Heterogeneous Networks

Option I (Comprehensive Examinations):

9 hours of INFT 6000-level elective courses

The successful completion of written comprehensive examinations.

Option II (Internship):

3-8 hours of INFT 6000 level elective courses (depending on the internship)

1-6 hours internship (INFT 6991-3)

Option III (Thesis):

3 hours of INFT 6000-level elective courses

6 hours Thesis Research (INFT 6973 and INFT 6983)

2. A cumulative grade point average of at least 3.00 in all graduate courses completed at Arkansas Tech University with a maximum of 6 hours of "C" grades.
3. A minimum of 27 hours of graduate course work completed at Arkansas Tech University.
4. Completion of all degree requirements within **four years** of admission into the program.

**Special Conditions of
Graduate Credit
Graduate Credit Taken
Prior to Admission to
Arkansas Tech University**

A maximum of **nine** semester hours of graduate credit with a grade point average of "B" or better may be transferred from an accredited graduate school if deemed appropriate to the graduate program by the head of the student's major department and the Dean of Graduate School. Students must send a written request to the head of their major department to petition an acceptance of the transfer credit prior to requesting admission to candidacy to the graduate program. Graduate credit earned six years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the appropriate program director and the Dean of Graduate School. Credits earned by correspondence courses or for remedial purposes will not apply toward the graduate degree. No undergraduate course may be repeated for graduate credit.

**Graduate Credit Taken
After Admission to
Arkansas Tech University**

If after admission to graduate study, a student wishes to take a course at another institution to count toward degree requirements at Arkansas Tech University, the student must (in advance of enrollment) obtain written approval from the program director and the Dean of Graduate School.

MASTER OF ARTS

ENGLISH AND ENGLISH WITH TESL OPTION

The Master of Arts in English is a flexible program designed to prepare students for doctoral-level study or for careers in post-secondary teaching, and to provide secondary teachers with a content-specific program to enhance their credentials.

Tech's M.A. in English with Teaching English as a Second Language (TESL) option offers graduate students an opportunity to include the four courses prescribed by the Arkansas Department of Education for ESL endorsement within a structured degree program. The English with TESL option can prepare students for doctoral-level study or for careers in post-secondary teaching and the degree can also be used to enhance the credentials of secondary teachers.

Students are eligible to apply for unconditional admission to the M.A. degree program in English if they meet the admission requirements for Graduate School.

Applicants who fail to meet the grade point requirement specified for unconditional admission may be admitted conditionally to enroll for a maximum of twelve semester hours. If a cumulative 3.00 grade point average or better is achieved at the completion of twelve semester hours, the student will be granted unconditional admission.

The Head of the English Department will assign a faculty advisor to each student admitted to the M.A. degree program. The advisor will assist the student in the design of a curriculum of study that leads to the fulfillment of degree requirements. Subsequently, the academic advisor and the Graduate School monitor the students' progress. It remains, however, the student's responsibility to understand and to satisfy all degree requirements.

Students who have been granted conditional admission are eligible for admission to candidacy for the degree upon the completion of twelve hours with a 3.00 grade point average or better and completion of all deficiencies. Students who have been granted unconditional admission are eligible for admission to candidacy upon completion of twelve hours with a 3.00 grade point average or better. Students who do not submit an "Application for Admission to Candidacy" prior to the end of the semester in which the student becomes eligible will not be allowed to register for subsequent graduate classes.

Degree Requirements for English

1. The completion of at least 30 semester hours of graduate course work, at least 15 semester hours at the 6000-level.
2. Satisfactory completion of ENGL 6003 Introduction to English Graduate Study.
3. The satisfactory completion of 27 semester hours of graduate English electives (non-thesis option), or 21 semester hours and 6 hours of ENGL 6993 Thesis Research or ENGL 6996 Thesis Research (thesis option).
4. The satisfactory completion of a comprehensive examination based on the M.A. in English Examination Reading List.
5. The maintenance of a cumulative grade point average of at least 3.00 in all graduate work attempted at Arkansas Tech University with a maximum of 6 hours of "C" grades.

Dr. Carl Brucker, Chair
Witherspoon Hall, Room 142
(479) 968-0256
Carl.Brucker@atu.edu

Unconditional Admission

Conditional Admission

Academic Advisors

Admission to Candidacy

6. The completion of a minimum of 24 semester hours of graduate course work in residence at Arkansas Tech University. Full-time residence is not required.
7. The completion of all degree requirements within six years of admission.

Degree Requirements for English with TESL Option

1. The M.A. with TESL option requires 30 semester hours with at least 15 semester hours at the 6000-level.
2. The satisfactory completion of the following graduate English courses
 - ENGL 5023 Second Language Acquisition
 - ENGL 5703 Teaching English as a Second Language
 - ENGL 5713 ESL Assessment
 - ENGL 5723 Teaching People of Other Cultures
 - ENGL 6003 Introduction to Graduate English Study
 - ENGL 6013 Structure of the English Language
 - ENGL 6033 Rhetoric
3. The satisfactory completion of 9 semester hours of graduate English electives.
4. The satisfactory completion of a comprehensive examination based on material covered in the seven prescribed courses.
5. The maintenance of a cumulative grade point average of at least 3.00 in all graduate work attempted at Arkansas Tech University with a maximum of 6 hours of "C" grades.
6. The completion of a minimum of 24 semester hours of graduate course work in residence at Arkansas Tech University. Full-time residence is not required.
7. The completion of all degree requirements within six years of admission to the program.

Special Conditions of Graduate Credit Taken Prior to Admission to Arkansas Tech University

A maximum of **six** semester hours of graduate credit with a grade point average of "B" or better may be transferred from an accredited graduate school if deemed appropriate to the graduate program by the head of the student's major department and the Dean of Graduate School. Students must send a written request to the head of their major department to petition an acceptance of the transfer credit prior to requesting admission to candidacy to the graduate program. Graduate credit earned six years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the appropriate program director and the Dean of Graduate School. Credits earned by correspondence courses or for remedial purposes will not apply toward the graduate degree. No undergraduate course may be repeated for graduate credit.

Graduate Credit Taken After Admission to Arkansas Tech University.

If after admission to graduate study, a student wishes to take a course at another institution to count toward degree requirements at Arkansas Tech University, the student must (in advance of enrollment) obtain written approval from the program director and the Dean of Graduate School.

Master's Thesis Option

Students who elect the thesis option will work with a faculty advisor to prepare a thesis plan. After this thesis plan is approved by the Head of the Department of English and the Dean of Graduate School, the student may enroll for thesis credit. Students may complete their theses over two semesters by enrolling twice in ENGL 6993 Thesis Research or complete their theses in a single semester while enrolled in ENGL 6996.

MASTER OF ARTS

HISTORY

The Master of Arts in History program at Arkansas Tech University is designed to provide advanced historical study for students who plan eventually to pursue the doctoral degree in history as well as for those who intend to pursue careers in teaching, law, journalism, business, government, public service, or the private sector. The program offers graduate education directed by faculty members with strong teaching and research backgrounds, each holding advanced degrees from noted universities. While the department has a strong commitment to excellence in teaching, its professors are also active in research and scholarship. The graduate faculty members maintain a supportive academic environment that enables them to interact closely with the graduate students.

Students are eligible to apply for unconditional admission to the Master of Arts degree program in History if they meet the following requirements:

1. Applicants must meet the admission requirements for Graduate School.
2. Applicants must have a minimum of 24 semester hours in history at the undergraduate level.
3. Applicants must have an overall undergraduate grade point average of 3.00 on a 4.0 scale.
4. Applicants must submit recent (within the last 5 years), acceptable scores (to be determined by the faculty) of the Graduate Record Examination (GRE).

Applicants who fail to meet the grade point or the GRE requirement specified for unconditional admission may be admitted conditionally by the History Graduate Committee to earn a maximum of twelve semester hours. If a cumulative 3.00 grade point average or better is achieved at the completion of twelve semester hours, the student may be granted unconditional admission.

An applicant who does not satisfy the grade point requirement or who has not completed 24 hours of undergraduate work in history is also eligible for admission under these conditions. In some instances, transcripts may be judged to be deficient and the student may be required to complete up to thirty undergraduate hours in addition to graduate credits required for the degree. If a cumulative 3.00 grade point average is achieved at the completion of twelve graduate hours, the student will be granted unconditional admission. The nature of the deficiency requirements will be determined by the History Graduate Committee.

The director of the graduate program in history will assign a faculty advisor to each student admitted to the degree program. The faculty advisor will specialize in the general field of the student's interest, and will assist the student in the design of a curriculum of study that leads to the fulfillment of degree requirements. Eventually, the student will be encouraged to select an advisor in a specific concentration, who will help the student prepare for the thesis or comprehensive exams. The faculty advisor, the History Graduate Committee, and the Graduate School monitor the students' progress as they progress through the program. It remains, however, the student's responsibility to understand and satisfy all degree requirements.

Areas of Concentration

The Master of Arts in History program at Arkansas Tech has been designed to offer primary areas of concentration in Modern European History and United States History.

Dr. Micheal Tarver, Chair
Witherspoon Hall, Room 255
(479) 968-0265
Micheal.Tarver@atu.edu

Unconditional Admission

Conditional Admission

Academic Advisors

Students must seek a secondary area of concentration in either Modern European History, United States History, or World History.

Admission to Candidacy

Students who have been granted conditional admission are eligible for admission to candidacy for the degree upon the completion of twelve hours with a 3.00 grade point average or better and completion of all deficiencies. Students who have been granted unconditional admission are eligible for admission to candidacy upon completion of twelve hours with a 3.00 grade point average or better. Students who do not submit an "Application for Admission to Candidacy" prior to the end of the semester in which the student becomes eligible will not be allowed to register for subsequent graduate classes.

Degree Requirements

Option I: Thesis Option

The student seeking the Master of Arts degree in History under the Thesis Option must complete the following:

1. A minimum of 30 hours in history at the graduate level (5000-6000) with no more than 12 hours of 5000-level courses considered toward the completion of degree.
- *2. The satisfactory completion of HIST 6003 Historical Methods and HIST 6053 Historiography.
3. The satisfactory completion of 12 hours in the primary core field, including 6 hours each in Readings and Seminar courses in the area of concentration.
- *4. A minimum of 6 hours in the secondary area of concentration.
5. The satisfactory completion of 6 hours of HIST 6993 Thesis Research.
6. All course work must be completed within six years of admission to the degree program.
7. The successful completion of an oral defense of the completed thesis. Candidates will receive additional information on the oral defense from the Program Director upon admission to candidacy.

In addition to the above requirements, the Master of Arts in History, Thesis Option requires that:

8. No more than 6 hours of HIST 6891-4 Independent Study be counted toward the degree;
9. No more than two course grades of "C" be considered acceptable during the student's program, and no grade lower than "C" be considered toward completion of the required course work; and
10. Thesis hours must earn a grade no lower than "B".

Option II: Non-Thesis Option

The student seeking the Master of Arts degree in History under the Non-Thesis Option must successfully complete the following:

1. A minimum of 30 hours of history at the graduate level (5000-6000) with no more than 12 hours of 5000-level courses considered toward the completion of degree.
- *2. The satisfactory completion of HIST 6003 Historical Methods and HIST 6053 Historiography.

3. The satisfactory completion of 15 hours in the primary core field, including 6 hours each in Readings and Seminar courses in the area of concentration.
4. A minimum of 9 hours in the secondary area of concentration, including 3 hours each in Readings and Seminar courses in the secondary area of concentration.
5. All course work must be completed within six years of admission to the degree program.
6. Successful completion of written comprehensive examinations on the completed course work. Comprehensive examinations will be comprised of two written exams in the primary area of concentration and one in the secondary area of concentration. Candidates will receive additional information from the Program Director upon admission to candidacy.

In addition to the above requirements, the Master of Arts in History, Non-Thesis Option requires that:

7. No more than 6 hours of HIST 6891-4 Independent Study be counted toward the degree; and
8. No more than two course grades of "C" be considered acceptable during the student's program, and no grade lower than "C" be considered toward completion of the required course work.

A maximum of **six** semester hours of graduate credit with a grade point average of "B" or better may be transferred from an accredited graduate school if deemed appropriate to the graduate program by the head of the student's major department and the Dean of Graduate School. Students must send a written request to the head of their major department to petition an acceptance of the transfer credit prior to requesting admission to candidacy to the graduate program. Graduate credit earned six years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the appropriate program director and the Dean of Graduate School. Credits earned by correspondence courses or for remedial purposes will not apply toward the graduate degree. No undergraduate course may be repeated for graduate credit.

If after admission to graduate study, a student wishes to take a course at another institution to count toward degree requirements at Arkansas Tech University, the student must (in advance of enrollment) obtain written approval from the program director and the Dean of Graduate School.

**Special Conditions of
Graduate Credit
Graduate Credit Taken
Prior to Admission to
Arkansas Tech University**

**Graduate Credit Taken
After Admission to
Arkansas Tech University**

MASTER OF ARTS

MULTI-MEDIA JOURNALISM

Dr. Donna Vocate, Chair
T1, Room A
(479) 964-0890
Donna.Vocate@atu.edu

The Master of Arts in Multi-Media Journalism is a program designed to prepare students for careers in media that is being transformed by developing new technologies. The program provides students with traditional journalistic writing skills adapted to the digital age. It also teaches the requisite theory and research methods to enable graduates to be ethical, informed users of online data bases for news gathering as well as video graphics and other technologies for electronic media delivery.

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Arts degree program in Multi-Media Journalism if they meet the following requirements:

1. Applicants must meet admission requirements for Graduate School.
2. Applicants must have completed the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) and have scores on file in the Graduate School.
3. Applicants must present a 500 word writing sample to the Director of the Multi-Media Journalism Program.
4. Successful completion of a writing and technology performance review by the Journalism Graduate Committee following the applicant's first semester in the program is required.

Conditional Admission

Applicants who fail to meet all of the departmental requirements may be accepted conditionally provided the deficiencies are completed prior to the completion of twelve semester hours of graduate work.

Applicants who fail to meet the grade point requirement specified for unconditional admission may be admitted conditionally to enroll for a maximum of twelve semester hours. If a cumulative 3.00 grade point average or better is achieved at the completion of twelve semester hours, the student will be granted unconditional admission.

Academic Advisors

The director of the program will assign a faculty advisor to each student admitted to the degree program. The advisor will assist the student in the design of a curriculum of study that leads to the fulfillment of degree requirements. Subsequently the academic advisor, the Journalism Graduate Committee, and the Graduate School monitor the students' progress as they progress through the program. It remains, however, the student's responsibility to understand and to satisfy all degree requirements.

Admission to Candidacy

Students who have been granted conditional admission are eligible for admission to candidacy for the degree upon the completion of twelve hours with a 3.00 grade point average or better and completion of all deficiencies. Students who have been granted unconditional admission are eligible for admission to candidacy upon completion of twelve hours with a 3.00 grade point average or better. Students who do not submit an "Application for Admission to Candidacy" prior to the end of the semester in which the student becomes eligible will not be allowed to register for subsequent graduate classes.

Degree Requirements

1. The completion of a minimum of 30 semester hours of graduate work including the following courses:

SPH 5003 Human Communication Theory
SPH 5153 Persuasive Theory & Audience Analysis
JOUR 5163 Advanced Photography and Video
JOUR 6053 Media and Society
JOUR 6133 Multi-Media Publishing
JOUR 6193 Journalistic Writing for Multi-Media
JOUR 6996 Professional Project
Electives 6 Hours*

*Electives may be chosen from the following Journalism courses.

JOUR 5083 New Communication Technology
JOUR 5123 Laws of Communication
JOUR 5193 Communication Research Methods
JOUR 5243 Journalism Writing Seminar

2. A cumulative grade point average of 3.00 on all graduate work with no grade lower than a "C".
3. Satisfactory completion of the professional project.
4. Completion of all degree requirements within six years of admission to the degree program.

A maximum of **six** semester hours of graduate credit with a grade point average of "B" or better may be transferred from an accredited graduate school if deemed appropriate to the graduate program by the head of the student's major department and the Dean of Graduate School. Students must send a written request to the head of their major department to petition an acceptance of the transfer credit prior to requesting admission to candidacy to the graduate program. Graduate credit earned six years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the appropriate program director and the Dean of Graduate School. Credits earned by correspondence courses or for remedial purposes will not apply toward the graduate degree. No undergraduate course may be repeated for graduate credit.

If after admission to graduate study, a student wishes to take a course at another institution to count toward degree requirements at Arkansas Tech University, the student must (in advance of enrollment) obtain written approval from the program director and the Dean of Graduate School.

**Special Conditions of
Graduate Credit
Graduate Credit Taken
Prior to Admission to
Arkansas Tech University**

**Graduate Credit Taken
After Admission to
Arkansas Tech University**

MASTER OF ARTS

PSYCHOLOGY

Dr. Daniel Martin, Chair
Witherspoon, Room 347
(479)968-0305
Daniel.Martin@atu.edu

The Master of Arts in Psychology program at Arkansas Tech University is designed to provide advanced students with sufficient breadth and depth to function in a variety of professional environments. While emphasis is placed on research and methods of testing, a concentrated effort is also made to establish the foundation necessary for teaching, practice, post-graduate work, research, or any combination of these areas.

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Arts degree program in Psychology if they meet the following requirements:

1. Applicants must meet the admission requirements for the Graduate School.
2. Applicants must have a minimum of 18 semester hours in Psychology at the undergraduate level (including a course in statistics, and research methods, with a grade of "B" or better).
3. Applicants must have an overall undergraduate grade point of 3.0 on a 4.0 scale.
4. Applicants must submit recent (within the last 5 years), acceptable scores (to be determined by the psychology graduate faculty) of the Graduate Record Examination (GRE).

Conditional Admission

Applicants who fail to meet the criteria for unconditional admission may be admitted conditionally to enroll in twelve semester hours. Students admitted conditionally must achieve a cumulative grade point average of 3.00 at the completion of twelve semester hours with no grade lower than "C".

An applicant who satisfies the grade point requirement from an unaccredited institution may also be eligible for conditional admission. In such cases, transcripts may be judged to be deficient. The nature of the deficiency and subsequent deficiency requirements will be determined by the Psychology Graduate Committee and the Director of the Graduate Program in Psychology or the Head of the Department.

Academic Advisors

The Director of the Graduate Program in Psychology or the Head of the Department will assign a temporary faculty advisor to each student admitted to the degree program. The faculty advisor will assist the student in designing a curriculum of study that leads to the fulfillment of the degree requirements and the preparation of the thesis. The faculty advisor, the Psychology Graduate Committee, and the Graduate School monitor the students' progress in the program. However, it remains the students' responsibility to understand and to satisfy all degree requirements.

Admission to Candidacy

Students who have been granted unconditional admission are eligible for admission to candidacy upon completion of 12 semester hours with a minimum grade point average of 3.00 and no grade lower than a "C". Students who have been granted conditional admission are eligible for admission to candidacy after the completion of all deficiency requirements and 12 hours with a minimum grade point average of 3.00 and no grade lower than "C". It is the students' responsibility to complete the "Application for Admission to Candidacy" form and to submit it to the Director of the Graduate Program in Psychology or the Department Head. The form is to be submitted upon completion of 12 hours of graduate work.

Degree Requirements

The student seeking the Master of Arts degree in Psychology must complete the following:

1. A minimum of 30 hours in Psychology at the graduate level (5000-6000) with no more than 12 hours of 5000 level courses considered toward completion of the degree.
2. The satisfactory completion of 6 hours of PSY 6993: Master's Thesis.
3. Thesis hours must earn a grade no lower than "B".
4. The successful completion of an oral defense of the completed thesis. Candidates will receive additional information on the oral defense from the Academic Advisor and the Director of the Graduate Program in Psychology upon admission to candidacy.
5. No more than 6 hours of PSY 6891-4 Independent Study will be counted toward the degree.
6. The student must have a 3.00 grade point average on a 4.00 scale on all course work. No more than two course grades of "C" will be considered acceptable during the student's program and no grade lower than "C" will be considered toward the completion of the required course work.
7. All course work must be completed within six years of admission to the degree program.
8. A minimum of 30 semester hours of graduate course work completed in residence at Arkansas Tech University. (Full time residency is not required.)
9. At the end of each fall semester, the student will meet with the Psychology Graduate Committee for program review and evaluation.

Required Courses: (12 hours)

PSY 5033 Psychological Test and Measurements
PSY 6013 Advanced Statistics
PSY 6023 Research Design
PSY 6033 Personality Testing

Electives: (18 hours, minimum 6 hours at the 6000 level)

PSY 5013 History of Psychology
PSY 5043 Social Psychology
PSY 5053 Psychology of Perception
PSY 5073 Cognitive Psychology
PSY 6033 Personality Testing
PSY 6043 Psychopathology
PSY 6053 Advanced Developmental Psychology
PSY 6063 Advanced Physiological Psychology
PSY 6073 Personality Dynamics and Theories
PSY 6083 Seminar in Psychology
PSY 6091-6 Advanced Field Placement

Thesis (6 hours required)

PSY 6993-6 Thesis Research
PSY 6891-4 Independent Study

**Special Conditions of
Graduate Credit
Graduate Credit Taken
Prior to Admission to
Arkansas Tech University**

A maximum of 6 semester hours of graduate credit with a grade of "B" or better may be transferred from an accredited school if deemed appropriate to the Psychology Graduate Committee, the Director of the Graduate Program in Psychology, and the Dean of the Graduate School. Students must send a written request through the Psychology Graduate Committee to petition the acceptance of the transfer credit prior to request candidacy to the graduate program. Graduate credit earned six years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the Director of the Graduate Program in Psychology or the Head of the Department and the Dean of the Graduate School. Credits earned by correspondence courses or taken for remedial purposes will not apply toward the graduate degree.

**Graduate Credit Taken
After Admission to
Arkansas Tech University**

If after admission to graduate study, a student wishes to take a course at another institution to count toward degree requirements at Arkansas Tech University, the student must (in advance of enrollment) obtain written approval from the faculty advisor, the Psychology Graduate Committee, the Director of the Graduate Program in Psychology, and the Dean of the Graduate School.

MASTER OF ARTS

SPANISH

The Master of Arts degree in Spanish is designed to provide students with advanced studies in Spanish language, literature, and culture with special emphasis on contemporary Latin American studies.

Dr. Ursula Chandler, Chair
Dean Hall, Room 116
(479) 964-0807
Ursula.Chandler@atu.edu

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Arts degree program in Spanish if they meet the following requirements:

1. Applicants must meet the admission requirements for Graduate School.
2. Applicants must hold a B.A. in Spanish.
3. Applicants must be proficient in Spanish. Advisors will assess Spanish proficiency.
4. Applicants must have a 3.00 grade point average on a 4.00 scale in Spanish.

Applicants who fail to meet all of the departmental requirements may be accepted conditionally provided the deficiencies are completed prior to the completion of twelve semester hours of graduate work.

Conditional Admission

Applicants who fail to meet the grade point requirement specified for unconditional admission may be admitted conditionally to enroll for a maximum of twelve semester hours. If a cumulative 3.00 grade point average or better is achieved at the completion of twelve semester hours, the student will be granted unconditional admission.

The director of the program will assign a faculty advisor to each student admitted to the degree program. The advisor will assist the student in the design of a curriculum of study that leads to the fulfillment of degree requirements. Subsequently, the academic advisor, the Department Graduate Committee, and the Graduate School monitor the students' progress as they progress through the program. It remains, however, the student's responsibility to understand and to satisfy all degree requirements.

Academic Advisors

Students who have been granted conditional admission are eligible for admission to candidacy for the degree upon the completion of twelve hours with a 3.00 grade point average or better and completion of all deficiencies. Students who have been granted unconditional admission are eligible for admission to candidacy upon completion of twelve hours with a 3.00 grade point average or better. Students who do not submit an "Application for Admission to Candidacy" prior to the end of the semester in which the student becomes eligible will not be allowed to register for subsequent graduate classes.

Admission to Candidacy

Degree Requirements

1. The satisfactory completion of the following 36 semester hours of graduate work.

Core Requirement (12 hours)

SPAN 6003 Introduction to the MA in Spanish)
SPAN 6013 Spanish Composition Through Literature
SPAN 6023 Literary Theory
SPAN 6033 Seminar in Spanish American Literature

Electives (24 hours)

SPAN 5283/6283 Seminar in Spanish
SPAN 6016 Thesis Research
SPAN 6043 Conquest and Chronicles: Historiography and Fiction in the XVI Century
SPAN 6053 Spanish American Modernism, 1880-1920
SPAN 6063 Spanish American Literature and Culture in Modern Times
SPAN 6073 Spanish American Short Story
SPAN 6083 Contemporary Latin American Poetry
SPAN 6093 Latin American Novel
SPAN 6881-6 Foreign Language Workshop
SPAN 6891-4 Foreign Language Independent Study

Option I: 24 hours and a written comprehensive examination

Option II: 18 hours and a thesis

2. The satisfactory completion of 36 credit hours of graduate work (18 of which must be at the 6000 level) and a comprehensive examination, or the satisfactory completion of 30 hours of graduate work and a thesis.
3. Grades in all graduate courses must be "B" or better to be counted toward the Spanish degree.
4. The satisfactory completion of the comprehensive exam or a thesis.
5. The completion of all degree requirements within six years of admission to the degree program.

Special Conditions of Graduate Credit Graduate Credit Taken Prior to Admission to Arkansas Tech University

A maximum of **nine** semester hours of graduate credit with a grade point average of "B" or better may be transferred from an accredited graduate school if deemed appropriate to the graduate program by the head of the student's major department and the Dean of Graduate School. Students must send a written request to the head of their major department to petition an acceptance of the transfer credit prior to requesting admission to candidacy to the graduate program. Graduate credit earned six years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the appropriate program director and the Dean of Graduate School. Credits earned by correspondence courses or for remedial purposes will not apply toward the graduate degree. No undergraduate course may be repeated for graduate credit.

Graduate Credit Taken After Admission to Arkansas Tech University

If after admission to graduate study, a student wishes to take a course at another institution to count toward degree requirements at Arkansas Tech University, the student must, in advance of enrollment, obtain written approval from the program director and the Dean of Graduate School.

MASTER OF ARTS

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

The Master of Arts degree in Teaching English to Speakers of Other Languages (TESOL) is designed to provide further training to teachers who have already taken ESL endorsement courses, or professionals who work with language minority populations.

Dr. Ursula Chandler, Chair
Dean Hall, Room 116
(479) 964-0807
Ursula.Chandler@atu.edu

Students are eligible to apply for unconditional admission to the Master of Arts degree program in TESOL if they meet the following degree requirements:

1. Applicants must meet the admission requirements for Graduate School.
2. Applicants must hold a 3.00 grade point average on a 4.00 scale for the final 60 semester hours of undergraduate study.
3. Two letters of recommendation.

Applicants who fail to meet all of the departmental requirements may be accepted conditionally provided the deficiencies are completed prior to the completion of twelve semester hours of graduate work.

Applicants who fail to meet the grade point requirement specified for unconditional admission may be admitted conditionally to enroll for a maximum of twelve semester hours. If a cumulative 3.00 grade point average or better is achieved at the completion of twelve semester hours, the student will be granted unconditional admission.

The director of the program will assign a faculty advisor to each student admitted to the degree program. The advisor will assist the student in the design of a curriculum of study that leads to the fulfillment of degree requirements. Subsequently, the academic advisor, the Department Graduate Committee, and the Graduate School monitor the students' progress through the program. It remains, however, the student's responsibility to understand and to satisfy all degree requirements.

Students who have been granted conditional admission are eligible for admission to candidacy for the degree upon the completion of twelve hours with a 3.00 grade point average or better and completion of all deficiencies. Students who have been granted unconditional admission are eligible for admission to candidacy upon completion of twelve hours with a 3.00 grade point average or better. Students who do not submit an "Application for Admission to Candidacy" prior to the end of the semester in which the student becomes eligible will not be allowed to register for subsequent graduate classes.

Degree Requirements

1. The satisfactory completion of the following 36 semester hours of graduate work.

Core Requirement ESL Endorsement (12 hours)

TESL 5023 Tesol Second Language Acquisition
TESL 5703 Tesol Methods: Teaching English as a Second Language
TESL 5713 Tesol Assessment
TESL 5723 Tesol Teaching People of Other Cultures

Unconditional Admission

Conditional Admission

Academic Advisors

Admission to Candidacy

TESOL Core (9 hours)

TESL 6003 Linguistics
TESL 6013 Modern English Grammar and Usage
TESL 6023 Language and Society

Methodology (6 hours)

TESL 6033 Tesol Methods: Oral Communication
TESL 6043 Tesol Methods: Written Communication

Assessment (3 hours)

TESL 6053 Tesol Assessment Strategies

and

The satisfactory completion of six hours of the Field Experience Practicum, either TESL 6066, or TESL 6076, or TESL 6086.

Field Experience Practicum (6 hours)

TESL 6066 Public School Experience *or*
TESL 6076 Intensive English Internship *or*
TESL 6086 Overseas Internship

2. The satisfactory completion of 36 credit hours of graduate work, 24 of which must be at the 6000 level.
3. Grades in all graduate courses must be "B" or better to be counted toward the TESOL degree.

Special Conditions of Graduate Credit Graduate Credit Taken Prior to Admission to Arkansas Tech University

A maximum of **nine** semester hours of graduate credit with a grade point average of "B" or better may be transferred from an accredited graduate school if deemed appropriate to the graduate program by the head of the student's major department and the Dean of Graduate School. Students must send a written request to the head of their major department to petition an acceptance of the transfer credit prior to requesting admission to candidacy to the graduate program. Graduate credit earned six years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the appropriate program director and the Dean of Graduate School. Credits earned by correspondence courses or for remedial purposes will not apply toward the graduate degree. No undergraduate course may be repeated for graduate credit.

Graduate Credit Taken After Admission to Arkansas Tech University

If after admission to graduate study, a student wishes to take a course at another institution to count toward degree requirements at Arkansas Tech University, the student must, in advance of enrollment, obtain written approval from the program director and the Dean of Graduate School.

MASTER OF LIBERAL ARTS

The MLA degree is suited to the student who is interested in graduate study in the liberal arts, but is not interested in a research degree in a specific arts discipline or in a graduate degree in a technical area. The MLA is useful for middle school and high school English, speech, theatre, journalism, and social studies teachers who want to deepen their knowledge of the areas they teach. Other professionals who have specialized educational backgrounds, but who have an interest in the liberal arts, will also find the MLA attractive.

The MLA degree has three areas of concentration: Communications for those interested in English, journalism, language, linguistics, literature, and speech; The Fine Arts for those interested in music, theatre, art and music appreciation; Social Sciences for those interested in American studies, geography, history, philosophy, political science, psychology, and sociology.

Students are eligible to apply for unconditional admission to the Master of Liberal Arts degree program if they meet the admission requirements for Graduate School.

Applicants who fail to meet the grade point requirement specified for unconditional admission may be admitted conditionally to enroll for a maximum of twelve semester hours. If a cumulative 3.00 grade point average or better is achieved at the completion of twelve semester hours, the student will be granted unconditional admission.

The MLA Director will serve as faculty advisor to each student admitted conditionally or unconditionally to the MLA degree program. The advisor will assist the student in the design of a curriculum of study that leads to the fulfillment of degree requirements. Subsequently, the academic advisor and the Graduate School monitor the students' progress through the program. It remains, however, the student's responsibility to understand and to satisfy all degree requirements.

Students who have been granted conditional admission are eligible for admission to candidacy for the degree upon the completion of twelve hours with a 3.00 grade point average or better and completion of all deficiencies. Students who have been granted unconditional admission are eligible for admission to candidacy upon completion of twelve hours with a 3.00 grade point average or better. Students who do not submit an "Application for Admission to Candidacy" prior to the end of the semester in which the student becomes eligible will not be allowed to register for subsequent graduate classes.

Degree Requirements

1. The completion of at least 30 semester hours of graduate course work, at least 15 of which must be at the 6000 level, including the following courses:

Core Requirements

LA 6013 Introduction to the Liberal Arts ¹	3 hours
LA 6713 Liberal Arts Project	3 hours
Major Concentration ²	12 - 18 hours
Courses in Related Area ³	6 - 12 hours

2. The satisfactory completion of LA 6013, Introduction to the Liberal Arts, and 6713, Liberal Arts Project, as part of the 30-semester-hour requirement.
3. The public presentation of the project paper prepared for LA 6713.

Dr. Deborah Wilson, Director
Witherspoon Hall, Room 145
(479) 968-0482
Deborah.Wilson@atu.edu

Unconditional Admission

Conditional Admission

Academic Advisors

Admission to Candidacy

4. The completion of a 12- to 18-semester hour major concentration of course work in one of three areas:
 - A.) **Communications** (including English and linguistics)
 - B.) **The Fine Arts**
 - C.) **Social Sciences**

The completion of 6 to 12 hours in a related area of study.

5. A cumulative grade point average of at least 3.00 in all graduate course work attempted at Arkansas Tech University with a maximum of six semester hours of "C" grades.
6. A minimum of 24 semester hours of graduate course work completed in residence at Arkansas Tech University. (Full time residence is not required.)
7. Completion of all degree requirements within six years of admission to the program.

¹LA 6013 must be taken before the completion of twelve semester hours of graduate course work.

²The major concentration areas are communications, the fine arts, and the social sciences. The advisor will approve the courses that apply to the student's MLA major.

³Courses in the related area of study will usually not belong to the major, but will be related to a dominant theme in the courses in the major and/or to the capstone project dealt with in LA 6713.

Special Conditions of Graduate Credit Graduate Credit Taken Prior to Admission to Arkansas Tech University

A maximum of **six** semester hours of graduate credit with a grade point average of "B" or better may be transferred from an accredited graduate school if deemed appropriate to the graduate program by the director of the MLA program and the Dean of Graduate School. Students must send a written request to the director of the MLA program to petition an acceptance of the transfer credit prior to requesting admission to candidacy to the graduate program. Graduate credit earned six years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the director of the MLA program and the Dean of Graduate School. Credits earned by correspondence courses or for remedial purposes will not apply toward the graduate degree. No undergraduate course may be repeated for graduate credit.

Graduate Credit Taken After Admission to Arkansas Tech University

If after admission to graduate study, a student wishes to take a course at another institution to count toward degree requirements at Arkansas Tech University, the student must (in advance of enrollment) obtain written approval from the director of the MLA program and the Dean of Graduate School.

Liberal Arts Project

All candidates for the MLA degree must complete LA 6713, Liberal Arts Project. The requirements for this course include a scholarly research paper that will be presented publicly. With the approval of the Dean of Graduate School and the MLA Director, a significant creative project may be substituted for a scholarly research paper.

COURSE DESCRIPTIONS

Anthropology

ANTH (RP/MUSM) 5403 Interpretation/Education through Museum Methods

Prerequisites: Senior or Graduate standing, or permission of instructor. Museum perspectives and approaches to care and interpretation of cultural resources, including interpretive techniques of exhibit and education-outreach materials, and integrating museum interpretation/education into public school and general public programming. Class projects focus on special problems for managing interpretive materials in a museum setting. Graduate level projects or papers involve carrying out research relevant to the Museum's mission and relating to current Museum goals.

ANTH 6881-3 Workshop

Prerequisite: Permission of instructor. The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

ANTH 6891-4 Independent Study

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

Art

ART 6133 Contemporary Art Issues

An examination of topics and concerns relating to the art of our time. Discussions will be based on such topics as: art's place in today's culture, the changing art market, the role of the artist, the semantics of art, the role of art museums and galleries, new concepts in materials utilization, legal issues regarding artworks, the autonomy of art, and issues of ownership. Special emphasis is placed on the failure of Modernism and the promise of Post-Modern Art.

ART (JOUR) 6163 Survey of 20th Century Photography

An investigation of the development of photography as a fine art or commercial art form or as a medium for social documentary. Fine art photography is emphasized with the work of significant advertising, commercial, and documentary photographers also included.

ART 6891-4 Independent Study

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

Biology

BIOL (PHSC) 5003 History and Philosophy of Science

A course in the historical development and philosophical basis of modern science. May not be taken for credit after completion of BIOL (PHSC) 4003 or equivalent.

BIOL 6014 Concepts of Biological Science

The general concepts, theories, and laws which are fundamental to a synthesis of modern biological knowledge. Emphasis will be placed on those areas which are particularly pertinent to and have application in the teaching of science in secondary schools. \$5 laboratory fee.

BIOL 6023 Conservation Workshop

First summer term. A workshop for teachers of secondary science. Topics to be covered include the natural resources, their use and conservation, man's interaction with the environment, and the limiting factors affecting man. Workshop includes both lecture and field experience. Special project will be the development of a conservation project which will have application in the teacher's home environment.

BIOL (PHSC) 6813 Science, Technology and Human Values

Prerequisite: Bachelor's degree in one of the biological sciences. (Note: Those lacking such degree should enroll in LA 6813). An interdisciplinary introduction to the role of science and technology in shaping world views and addressing societal problems. Team taught by scientists and humanists.

BIOL 6881-3 Workshop

Prerequisite: Permission of instructor. The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

Chemistry

CHEM 6034 Concepts of Chemistry

Prerequisite: Eight hours of chemistry or consent of instructor. Emphasis will be primarily directed to those inorganic/analytical concepts common to secondary school chemistry courses: atomic theory, bonding, the periodic law, states of matter, reaction stoichiometry, kinetics, thermodynamics, acid-base chemistry, electrochemistry, nuclear chemistry, etc. Three hours of lecture and three hours of laboratory. \$5 laboratory fee.

College Student Personnel

CSP 6013 American Higher Education in Transition

An overview of the history, philosophy, purposes, and functions of higher education in the United States. The purpose of the course is to familiarize students with the events, issues, and ongoing debates that have shaped and continue to shape higher education in the United States.

CSP 6023 Introduction to College Student Personnel Work

This course will provide the student with an understanding of the breadth of college student personnel work and introduce the student to the theory and practice of student personnel work as a profession.

CSP 6033 Theory and Practice in College Student Personnel

This is an introductory course in college student development theory. Students will be provided with a foundation to understand student development theory and how to apply it in a practical way in their work with college students.

CSP 6043 American College Student

An overview of the literature and research on American college students. After reviewing the literature on student transition to college, student collegiate experiences, student development in college, and college impact on students, the focus will be on effective institutional policies and practices in enhancing positive student college experiences, learning, and other desirable outcomes.

CSP 6053 Legal Issues for Professionals in College Student Personnel

This course is designed to teach a process of legal analysis. Benchmark cases will be used to illuminate basic issues. The student will be exposed to a range of administrative problems at the postsecondary level that entail legal implications. The course experiences should ultimately help current and prospective administrators to envision the legal dimensions of collegiate-level decision processes.

CSP 6063 Special Topics: College Student Personnel Capstone Seminar

Prerequisite: A minimum of 24 hours must be earned toward program requirements. This capstone seminar is designed to provide graduating college student personnel students with the opportunity to discuss current issues in student affairs practice with the goal of preparing them as new professionals in the field.

CSP 6073 Counseling with College Students

An exploration of ways adults construct meaning, including intellectual, moral, and personality development. Gender and culture will be highlighted as they affect learning and development.

CSP 6081-3 Practicum I in College Student Personnel

Prerequisite: A minimum of 18 hours must be earned toward program requirements. This course provides students the opportunity to participate in a supervised professional experience. The student will process, discuss, and share experiences gained during the practical internship to integrate the experiences with the student development theory.

CSP 6091-3 Practicum II in College Student Personnel

Prerequisite: Successful completion of CSP 6081-3. A practical, applied course where students will participate actively in a supervised professional experience. The student is expected to process, discuss, and share experiences gained during the professional experience and to integrate those experiences with the student development theory.

CSP 6096 Thesis in College Student Personnel

Prerequisite: 27 hours must be completed toward the program requirements. The student will complete an applied or theoretical research project which incorporates all the elements of an original research proposal and concludes with findings which add to the body of knowledge in the area of college student personnel.

CSP 6113 Research Design and Analysis

The student will learn to interpret, analyze, and evaluate research reports in professional journals and will understand the principles which underlie effective scientific investigation.

CSP 6123 Assessment and Evaluation in Higher Education

An in-depth survey of the outcomes assessment and institutional effectiveness movement and including assessment techniques, instruments selection, analysis of assessment data, and reporting of assessment findings.

CSP 6133 Ethical Leadership in Higher Education

A study of how educational policy is developed through micro and macro political elements, an examination of ethical and value issues confronting educational leaders, and a demonstration of how individual values drive ethical behavior and ethical decisions.

CSP 6893 Independent Study

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

Counseling

COUN 6003 School Organization and Leadership for the Counselor

The course will examine how schools are organized and supported from the federal level to the local school. The concepts of leadership and its role at all levels will be a focal part of this study. Students will begin to examine their leadership style and dispositions.

COUN 6011 Instructional Leadership/Counseling

This course will focus on the "hard and soft" skills of instructional leadership, counseling, and micro-counseling. The teaching and learning process will be the focus of student work. Students will learn how to observe and coach for excellence in teaching and learning. The reflective practice model will serve as a basis for theory and skill development.

COUN 6113 Action Research and Data Analysis for High Performing Schools

This course will center on the analysis of data with emphasis on student achievement and whole school accountability. Data-driven decision making will be examined. Students will look at research methodologies with a focus on action research and the role of the leader in facilitating action research in the field.

COUN 6133 Principles of Curriculum Development

This course will focus on national, state, and local curriculum standards. Students will gain an understanding of the alignment issues of curriculum, instruction, and assessment as they prepare a curriculum artifact based on the principles of curriculum.

COUN 6143 Organizational Change/Role of School Counselor

This course will examine theories of change looking at research and case studies of first and second order change. Students will gain strategies as leaders of change as schools work to move closer to higher performance. Students will study a current change taking place in a school.

COUN 6152 Professional Portfolio

Students will develop a portfolio organized to provide evidences demonstrating proficiency supporting the standards for Arkansas licensure requirements for counselors. This professional portfolio will be a comprehensive collection of artifacts reflective of the program of study designed to meet the standards for school counselors.

COUN 6213 Developmental Counseling: Theory and Application

This course provides an overview of the basic tenets of life span development and how they relate to school counseling. Developmental Counseling contains a balance of research, theoretical clarity, and practical application as students move through the stages of lifesaving development.

COUN 6224 Counseling Skill Development I

Students will examine basic skills and characteristics involved in becoming effective school counselors; will articulate, practice, and demonstrate basic mastery of these skills and characteristics; will develop a systematic approach to the counseling process; and will assess personal strengths and limitations related to becoming professional school counselors.

COUN 6233 School Counseling Programs

This course will review the basic concepts and principles of elementary, middle, and secondary school counseling programs. Specific focus will be on program accountability, development, and leadership of school-based counseling programs.

COUN 6243 Group Counseling Strategies in the Schools

Students will be expected to draw relationships among the concepts and principles of individual, family, and group counseling and apply that knowledge to a school setting.

COUN 6254 Assessment and Career/Academic Advising

This course prepares pre-service counselors to facilitate the public schools role in career development, planning, and decision making within the educational context.

COUN 6263 Teaming, Collaboration, and Advocacy

This course emphasizes the values, knowledge, and skills required for effective advocacy and brokering of services through consultation and collaboration. Use of data to identify needs, remove barriers and mobilize resources from the school and the community in order to increase options for students are primary themes through the course. Special attention is placed on equal access of all students to rigorous educational experiences.

COUN 6302 School Counseling Internship

This course provides graduate students an opportunity to engage in supervised, on-the-job experiences in a school setting. The internship includes scheduled on-campus group supervision designed to provide guidance, analysis, and evaluation of this capstone field experience. Internship fee of \$50.00 for 2 hour course.

COUN 6303 Counseling Skill Development II

Students will examine intermediate skills and characteristics involved in becoming effective school counselors. Students will articulate, practice, and demonstrate mastery of these skills and characteristics; will develop a systematic approach to the counseling process; and will further assess personal strengths and limitations related to becoming professional school counselors.

COUN 6304 Internship

This course provides graduate students an opportunity to engage in supervised, on-the-job experiences in a school setting. The internship includes scheduled on-campus group supervision designed to provide guidance, analysis, and evaluation of this capstone field experience. Internship fee of \$100.00 for 4 hour course.

COUN 6891-4 Independent Study

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis. May be repeated for a maximum of 4 hours.

Driver Education

DE 5613 Driver and Traffic Education I

Prerequisites: Arkansas Teaching Certificate, valid driver's license, good driving record, or approval of department head. This course is designed to prepare teachers to organize and teach driver education and traffic safety programs in secondary schools. This course provides a survey of materials and methods of instruction plus evaluation of textbooks and in-car training of a student driver. Two hours lecture, two hours laboratory. May not be taken for credit after completion of DE 4613 or equivalent.

DE 5543 Driver and Traffic Education II

Prerequisites: Arkansas Teaching Certificate, valid driver's license, good driving record, or approval of department head. This course is designed to prepare teachers to organize and teach driver education and traffic safety programs in secondary schools. It includes administration, supervision of personnel, design of facilities, and a research project. May not be taken for credit after completion of DE 4543 or equivalent.

Economics

ECON 5073 World Economic Systems

On demand. Prerequisites: ECON 2003, 2013, or consent of instructor. A study of the institutional framework of an economic system selected by the instructor. The course includes a visit to the country being studied. May not be taken for credit after completion of ECON 4073 or equivalent.

ECON 6881-3 Workshop

Prerequisite: Permission of instructor. The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

ECON 6891-4 Independent Study

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

Educational Foundations

EDFD 5052 Teaching Exceptional Learners

A study of the major areas of exceptionality including the learning and physically disabled, mentally retarded, and the gifted, and of their special needs in a school program. May not be taken for credit after completion of EDFD 4052.

EDFD 6003 Educational Research

An introduction to educational research procedures, including formulation of research problems, research designs, data collection, and analysis of data.

EDFD 6043 Current Issues in Human Learning

A detailed study of some current issues in human learning which reflects the concerns of classroom teachers as they apply psychology to teaching. Course is designed to serve both elementary and secondary teachers.

EDFD 6053 The At-Risk Child in the School Environment

A seminar designed to investigate the characteristics of the at-risk student and to investigate the teaching strategies utilized to meet the needs of the at-risk student in the regular classroom.

EDFD 6063 Educational Assessment

Provides the knowledge base for construction, selection, administration, and interpretation of formal, informal, and alternative forms of student assessment.

EDFD 6203 Supervision of Instruction

The techniques of instructional supervision including evaluation and improvement of classroom instruction.

EDFD 6313 Principles of Curriculum Development

A study of the elements and principles of curriculum design and construction for teachers at the elementary and secondary school levels. The course considers the theoretical concerns of curriculum planning as well as the activities involved in carrying theory into practice.

EDFD 6403 Social and Historical Factors in Education

The study of education and various social groups, including the effects of various societies and educational systems.

EDFD 6503 Classroom and Behavioral Management

A seminar to examine research for sources and types of models available for managing the classroom. Development of classroom management skills and systems by applying human development, learning, teaching, and communication principles. This class will review the research and professional literature on classroom management.

EDFD 6703 Guidance in Education

Designed to provide the classroom teacher with the background knowledge and skills to provide classroom assistance in areas related to the school's guidance program.

EDFD 6881-3 Workshop

Prerequisite: Permission of instructor. The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

EDFD 6993 Project in Educational Research

Study and directed research on a topic selected by the student in consultation with a supervising professor.

Educational Leadership

EDLD 6002 Administrative Law

An introduction to the legal environment of the school. The course will cover legal concepts, regulations, and codes for school operation. Special emphasis will be given to administrators' knowledge of the proper implementation of policies, regulations, rules, and procedures in public schools.

EDLD 6013 School Organization and Leadership

Principles and concepts of school organization and the role of the educational leader.

EDLD 6023 Organizational Change

A study of change theory as it affects educational organizations with specific attention given to the public school system. The use of programs such as ACSIP in directing change within the school.

EDLD 6102 School Finance

A study of school budgeting, accounting techniques, and funding formulas.

EDLD 6113 Action Research and Data Analysis

This course will address the theories and practice of research with emphasis on action research for school improvement. The course will focus on gathering, accessing, and interpreting information needed for effective decision-making for high performing schools.

EDLD 6153 Communication with School and Community

Identification, study, and analysis of concepts and procedures to develop and implement effective communication and public relations strategies between the school and the community. Also includes community analysis, school issues, public responses, and policy development.

EDLD 6203 Education and Society: Continuities and Discontinuities

The relationship between society and educational systems including factors which have either positive or negative effects upon the stability of the system.

EDLD 6253 Instructional Leadership

Principles of effective instructional leadership including the role of the principal as an instructional leader focusing on the critical friend and clinical supervision models, curriculum and data analysis. This course is a prerequisite for EDLD 6402.

EDLD 6303 Technology as an Administrative Tool

The role of technology in improving the education system is the focus of this course. The use of technology by the administrator to improve the quality of education managerially and instructionally is the emphasis of the course.

EDLD 6313 Principles of Curriculum for School Leadership

A study of the elements and principles of curriculum design and construction for principals at the elementary, middle and secondary school levels. The course considers the school leader's role in curriculum development, implementation and evaluation.

EDLD 6352 Physical Environment of Schools

A study of the effects of the physical environment of the school upon instruction and learning. The course will include the development of physical plants conducive to and effective for learning.

EDLD 6402 Working with the Marginal Performer

Prerequisite: EDLD 6253. The application of supervision in working with teachers with marginal success is the focus. The course will include a study of mentoring and teacher evaluations systems.

EDLD 6552 Administrative Internship

Directed on-the-job activities. Designed to give instructional leaders experience in the various subsystems composing the education system. Internship fee of \$50.00 for 2 hour course

EDLD 6554 Administrative Internship

Directed on-the-job activities. Designed to give instructional leaders experience in the various subsystems composing the education system. Internship fee of \$100.00 for 4 hour course.

EDLD 6891-4 Independent Study

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

EDLD 6992 Professional Portfolio

Students will develop a portfolio organized to provide evidences demonstrating proficiency supporting the standards for Arkansas licensure requirements for building level administrators. This professional portfolio will be a comprehensive collection of artifacts reflective of the program of study designed to meet the standards for school leaders.

EDLD 7003 Seminar in Systems Issues

This course focuses on system issues and the resulting development of coherent educational policy for public elementary and secondary schools that unifies purpose. This focus is primarily at the state level, where formal responsibility lies, but it concerns federal and district policy as well as school practice.

EDLD 7013 The Superintendency and Central Office

The scope and function of the central office will be the focus of this course. Theory and practice from the central office/superintendent's perspective of such areas as superintendent-board relations, public relations, strategic planning, professional negotiation, special programs administration, leadership style, and school climate.

EDLD 7022 Building a Leadership Community

School leaders must have the knowledge, competence, and belief system to positively shape a school's culture. This requires a thorough understanding of purposeful, systematic change and skills in positive interpersonal relationships, collaboration, verbal and non-verbal communication, conflict resolution, leadership teams and organizational management.

EDLD 7023 School Board Relations

The study of school board-administrator relationships and procedures with emphases on community relations, the politics of education and functioning cohesively as an educational, policy-making group.

EDLD 7033 School Personnel and Business Management

Principles, processes and procedures of school personnel management and business management are probed. Issues and topics investigated include supervision, evaluation, recruitment, staff development, salary and contractual obligations, attendance accounting, APSCN procedures, financial accounting, and property accounting.

EDLD 7101 Administrative Internship in Educational Facilities

This is a field study experience providing the student with an opportunity to synthesize and apply knowledge, and develop and practice administrative skills as they relate to educational facilities and transportation services. It applies reflective practice under the direction of a practitioner mentor and a university advisor and utilizes existing sites, new sites, and planning sessions. An internship fee of \$25.00 for 1 hour.

EDLD 7112 Advanced Legal Issues

This course focuses on the United States Constitution and its effects on due process requirements for public schools. Issues include the relationship of constitutional, statutory and case law to public school districts particularly in these areas of current concern - students' rights and responsibilities, teachers' rights and responsibilities, procedural and substantive due process, and liability.

EDLD 7113 Seminar in Current Issues

The course will investigate contemporary issues and trends related to educational leadership and examine problems and solutions that are of current concern for school organizations. These issues include school finance alternatives, serving a diverse constituency, meeting individual and group needs, accountability issues, instructional issues including the integration of technology, evaluation of instructional issues, evaluation of programs and personnel, and changing policies at the state and national level.

EDLD 7122 Educational Facilities

This is a study of school facilities and transportation planning and concepts, management and practices. Topics include how to use and maintain present school plants, keeping the board and community informed as to building needs, selecting architects, financing construction, safety and security issues, and developing educational specifications.

EDLD 7132 School Finance for District Level Administration

Economics and school finance: Basic concepts include local, state and federal support of education, the Arkansas State Financial System (APSCN), budgeting and projecting, financing capital items, centralization vs. site-based concepts, fiscal management, auditing, and communicating finance to the board and community.

EDLD 7143 School Accountability Systems

This course probes the essential elements of a monitoring system designed to help schools and districts acquire the information they need to better realize their intentions for improvement, accountability, and school restructuring.

EDLD 7201 Administrative Internship in District Level Finance

A field study experience providing the student with an opportunity to synthesize and apply knowledge, and to develop and practice administrative skills as they relate to the principles of district level school finance. It applies reflective practice under the direction of a practitioner mentor and a university advisor and focuses on existing state and district level financial practices, resources, and responsibilities. An internship fee of \$25.00 for 1 hour.

EDLD 7202 Administrative Internship in School Accountability Systems

A field study experience providing the student with an opportunity to synthesize and apply knowledge, and develop and practice administrative skills as they relate to school accountability systems. It applies reflective practice under the direction of a practitioner mentor and a university advisor and focuses on a monitoring system model. An Internship fee of \$50.00 for 2 hours.

Educational Media

EDMD 5033 Introduction to Instructional Technology

An introductory media and media methods course providing an introduction to: instructional computer utilization; applications of principles of graphic design in the production of audiovisual materials; the application of visual literacy, communications, and learning theory to the selection, evaluation, and use of instructional materials; and the development of mediated units of instruction.

EDMD 6113 Microcomputers for Education and Training

A study of the use of the microcomputer for administrative, instructional, and classroom management uses in educational and training settings. School-wide classroom and training facility uses and applications in the following areas will be emphasized: word processing, spreadsheet and database management, test bank, grade book, test scoring, CAI, skill development, and desktop publishing.

EDMD 6123 Audio in Media

Prerequisite: EDMD 5033 or similar introductory course in instructional technology or by permission of instructor. A study of the technology of sound and the process of producing sound for media programs. The course covers the principles and equipment of sound, pre-production planning, production processes and post-production editing, and the technology of sound. In addition to the study of the principles of sound production, students will apply theories and principles in the production of media programs through a series of production assignments.

EDMD 6133 Production of Instructional Materials

Prerequisite: EDMD 5033 or approval of instructor. Advanced applications, techniques, and processes involved in the production of instructional materials. Emphasis is placed on the production of completed education and training units using digital images, electronic presentations, and web-based materials.

EDMD 6163 Internet Resources

An introduction to resources available on the Internet as well as the tools needed to navigate within a worldwide network of computers, made up of thousands of autonomous networks which are separately administered.

EDMD 6233 Administration of Media Programs

Prerequisite: Nine hours of graduate study or approval of instructor. A study of the administrative responsibility involved in the organization, implementation, and operation of comprehensive media programs. Specific areas of study include: planning, budgeting, selection of equipment and materials, computerizing administrative functions, proposal development, and program evaluation. Will include site visits to area media centers and training facilities.

EDMD 6303 Survey of Instructional Media

A survey of current media research, educational media formats, and utilization of mediated materials in education and training, and the development of instructional programs.

EDMD 6313 Instructional Design and Product Development

Prerequisites: Nine hours of instructional technology courses, including a media production course. A study of the systematic approach to the design, production, evaluation, and utilization of instructional materials. Using design models and general theoretical knowledge specifications, students will write goals and objectives, identify learner characteristics, conduct task analyses, define learning conditions and instructional events, produce instructional products to meet identified needs, and field test finished products.

EDMD 6333 Instructional Multimedia

A study of the human, persuasive, and communicative elements of the medium of television; the effective use of television in education and training; and the writing, producing, directing, and editing of one-camera and studio television productions.

EDMD 6433-6 Practicum in Educational Media

An overall view of the field of educational media and instructional technology. Current journals, trends, and authorities in the field will be studied. Students will participate in 120 hours (3 hrs. credit) OR 240 hours (6hrs. credit) of practical work in media centers or training facilities, will visit selected media centers, and will submit a research paper or project on current trends in educational media or instructional technology. Required of all library media specialist students.

EDMD 6503 Computer Literacy

An introduction to computer hardware and software. An overview of computer uses in society with an emphasis on computers in education. An introduction to programming with a high-level language. May not be taken for credit after completion of COMS 4503/5503 or equivalent.

EDMD 6513 Computer - Based Instruction

An introduction to the use of the computer as a classroom tool to aid in individual instruction. A survey of existing programs available to support courseware development and use on microcomputers, minicomputers, and mainframes. Hands-on experience in developing an interactive instruction lesson. May not be taken for credit after completion of COMS 4513/5513 or equivalent.

EDMD 6881-3 Workshop

Prerequisite: Permission of instructor. The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

EDMD 6891-4 Instructional Technology Curriculum

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

EDMD 6993 Thesis Research/Seminar

Formal presentation of directed research on a thesis topic selected by the student in consultation with a supervising professor. Prior to the final defense of a written thesis, students will be required to present their research study in a seminar to faculty, staff, and other graduate students.

Elementary Education

ELED 5063 Educators in Industry

A course devoted to career awareness in relation to the modern workplace. It is conducted in cooperation with local businesses and industries. The course involves research, on-site instruction, and work experience.

ELED/SEED 5333 Teaching Reading and Study Strategies in the Content Area

This course is designed to provide pre-service and in-service teachers and administrators with a knowledge of reading factors as they relate to various disciplines. Content of the course includes estimating students' reading ability, techniques for vocabulary, questioning strategies, and developing reading-related study skills.

ELED 6036 Science, Mathematics, and Reading: An Interdisciplinary Approach K-4

This course stresses the learning of science, mathematics, and reading as active, integrated, constructive processes involving experimentation, investigation, communication, reasoning and problem solving.

ELED 6323 Survey of Teaching Reading

A broad overview of the major viewpoints about reading and current approaches to literacy instruction, with emphasis on its socio-psycholinguistic aspects.

ELED 6343 Literacy Assessment and Intervention

Prerequisite: ELED 6323. A study of current practices in assessing literacy development and providing intervention in identified problems. Emphasis will be placed on interactive procedures to determine and facilitate the use of reading and writing processes.

ELED 6363 Clinical Practices

Prerequisites: ELED 6323 and ELED 6343. Clinical experiences in reading. Students diagnose and treat reading disability cases under supervision. A \$12.50 fee will be assessed to cover the cost of supplies and materials.

ELED (LBMD) 6403 Literature for Children and Adolescents

An in-depth study of printed and other types of materials available for use in the elementary grades and middle school. Emphasizes the selection and use of materials to stimulate and improve learning.

ELED 6423 Current Issues in Early Childhood Education.

A survey of contemporary developments in early childhood education with emphasis upon individual teaching problems. Intensive study in areas of individual interest and need.

ELED 6523 Survey of Research in Elementary Education

A critical review, examination, and evaluation of investigations, studies, and other research findings which have special significance for elementary education. The implications of this research for educational practice will also be considered.

ELED 6603 Teaching Social Studies in the Elementary School

Focuses on new and emerging elementary and middle school social studies curricula. Special emphasis on improving the instructional program.

ELED 6803 Teaching the Exceptional Child

Focuses on curricular content and teaching materials for the exceptional child. Special consideration is given to developing more effective teaching methods and materials for the atypical child.

ELED 6823 Introduction to Learning Disabilities

A study designed to teach a recognition of behavioral characteristics of children who have perceptual problems. This course also includes information about prescribed referral procedures and gives an overview of diagnostic, and prescriptive instruction.

ELED 6881-3 Workshop

Prerequisite: Permission of instructor. The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

ELED 6891-4 Independent Study

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

ELED 6991 Thesis Research

Directed research on a thesis topic. If the six-hour thesis (ELED 6996) has not been completed during the semester(s) of enrollment, the student must register for ELED 6991 during subsequent semesters in which he/she is receiving faculty assistance with the thesis and/or using University library facilities.

ELED 6996 Thesis Research

Directed research on a thesis topic selected by the student in consultation with a supervising professor.

Emergency Management and Homeland Security

EMHS 5003 Principles and Practice of Disaster Relief and Recovery

Prerequisites or corequisites: EAM 1003 and 1013 or consent of instructor. EMHS 5003 is open to Emergency Management graduate students only. Recovery issues are studied and how they relate to ethical, medial, and economic and environmental considerations; initial, short-term, and long-term recovery efforts and group exercises; and documentation and record-keeping. Graduate students are assigned additional readings and will complete a special project to demonstrate a broad understanding of the principles and practice of disaster relief and recovery.

EMHS 5043 Disaster and Emergency Management Ethics

Prerequisites or corequisites: EAM 1003 and 1013 or consent of instructor. EMHS 5043 is open to Emergency Management graduate students only. The course will involve a study of a variety of types of ethical theory (teleological, deontological, distributive theories of justice, natural law), a review of specific ethical dilemmas per disaster phase, professional ethics, overcoming biases, avoiding discrimination, and developing sensitivity. Detailed ethical case studies will be conducted (Bhopal, Chernobyl, Three-Mile Island, Love Canal, Exxon Valdez). Graduate students will develop a comprehensive analysis of the cases studied.

EMHS 5053 Community Management of Hazardous Materials

Prerequisites or acceptable equivalencies: EAM 1003 and 1013 or consent of instructor. EMHS 5053 is open to Emergency Management graduate students only. The course addresses chemical properties of hazardous materials and wastes; legal requirements for their handling, storage, transportation, and disposal; and methods for protecting employees, facilities, and the community. Graduate students will complete a special project that demonstrates a broad understanding of the principles of community management of hazardous materials.

EMHS 5991-3 Special Problems and Topics

Prerequisites or acceptable equivalencies: EAM 1003 and 1013 or consent of instructor. EAM 4991-3 is open to Emergency Administration and Management junior and senior students only. The topics will vary to reflect the continual changes in the emergency management field. This course may also serve as an independent study course upon recommendation of the advisor and approval by the dean. Graduate students will be assigned additional readings and projects of concentration to demonstrate a broad understanding of the special problem or topic being investigated or studied.

EMHS 6003 Design and Management of Preparedness and Mitigation Systems

This course reviews the needs for well structured design and management processes for preparedness and mitigation systems. Students will study the underlying concepts for the design and management processes and the best practice methods currently used to implement these concepts in the public and the private sectors. The course includes a special project in which students will develop an actual design and management approach for a public or private sector organization's preparedness and mitigation system.

EMHS 6013 Technology for Comprehensive Emergency Management

This course covers the technologies that are applied during each of the phases of emergency management. Typical technologies reviewed include information management, message handling, Geographic Information Systems (GIS), the Global Positioning System (GPS), material release modeling, situational analysis, and hazard analysis tools. Students will research products in each technology category. This course includes a special project in which students develop an exercise that integrates and demonstrates several technologies in a comprehensive emergency management approach.

EMHS 6023 Risk and Vulnerability Assessment for Business and Industry

This course covers the hazards and threats businesses and industry face to their security, safety, and business continuity. The scope of threats and businesses studied ranges from local to international. Students will research methods business and industry use to assess their risks and vulnerability and best practices disaster recovery and business continuity plans. A student project will include identifying the threats faced by a specific business and developing a risk and vulnerability assessment that addresses the business continuity needs of the business.

EMHS 6033 Foundation of Leadership

This course is an introduction to past and present models of leadership. Topics will include the current context for leadership and personal leadership styles. Students will examine moral frameworks for leadership and decision-making as well as leadership domains and the synthesis of leadership development. Case studies will explore leadership in practice in both the public and private sectors as it relates to emergency management.

EMHS 6043 Contemporary Issues in Emergency Management

This course emphasizes and analyzes the practical aspects of problems facing the emergency manager. Topics will include compliance issues confronting the modern professional with regard to Homeland Security, the National Incident Management System, the National Response Plan and other national initiatives. Students will analyze and discuss current trends and issues facing emergency management both professionally and legislatively as well as problems, innovations, and proposed changes that will affect the future of emergency management.

EMHS 6053 Legal Issues in Emergency Management

This course allows students to research, analyze and discuss relevant state and federal statutes which affect emergency management. Emphasis will be placed on the legal obligations of the emergency management professional using case studies and contemporary examples. Students will explore the legal implications of mitigation and preparedness efforts as well as those facing responders before, during, and after a disaster. The course will also familiarize students with legal resources available for future reference and research.

EMHS 6103 Research Design and Methods

The purpose of the Research Design and Methods course is for emergency management students to demonstrate an understanding of the purpose of research, research design, and research methods. Both quantitative and qualitative methods will be discussed and evaluated. Using the application of the scientific method to solve real world problems, research design will center on the application of accepted practices and research methods. The course will provide models for the collection, organization, and analysis of data while emphasizing the use of data for decision making, replication, and contributing to the general knowledge base.

EMHS 6303 Thesis Research

Prerequisite: Completion of the 21-hour professional component. Research on a topic resulting in the design of the written thesis. The thesis topic and design must be developed in consultation with a supervising professor. The thesis topic and design must be developed in consultation with a supervising professor.

EMHS 6313 Thesis Seminar

Prerequisite: EAM 6303. Students will be required to develop and defend a formal written thesis based on the research findings compiled and the design developed in EAM 6303. The thesis will be presented in a seminar to faculty, staff, and other graduate students.

EMHS 6403 Action Research Practicum I

Prerequisite: Completion of the 21-hour professional component.

EMHS 6413 Action Research Practicum II

Prerequisite: EAM 6403

EMHS 6881-3 Workshop

Prerequisite: Permission of the instructor. The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

EMHS 6891-3 Independent Study

Prerequisite: Permission of advisor who will direct the independent study. Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

English

ENGL 5023 Second Language Acquisition

An investigation and analysis of the theoretical foundation of learning a second language as a guide to the effective teaching of English to limited English proficiency (LEP) students. May not be taken for credit after completion of ENGL 4023.

ENGL 5083 Seminar: English Language

Course content will vary. May be taken for credit after completion of ENGL 4083 or ENGL 5083 if course content differs.

ENGL 5093 Seminar in Creative Writing

Opportunity for students to refine style and technique in a genre of creative writing. May be repeated for credit after completion of ENGL 4093 or ENGL 5093 if course content varies.

ENGL 5213 American Folklore

A study of the forms and subjects of American folklore; folklore scholarship and bibliography; field work in collecting folklore. May not be taken for credit after completion of ENGL 4213.

ENGL 5283 Seminar: World Literature

Course content will vary. May be taken for credit after completion of ENGL 4283 or ENGL 5283 if course content differs.

ENGL 5383 Seminar: American Literature

Course content will vary. May be taken for credit after completion of ENGL 4383 or ENGL 5383 if course content differs.

ENGL 5483 Seminar: British Literature

Course content will vary. May be taken for credit after completion of ENGL 4483 or ENGL 5483 if course content differs.

ENGL 5683 Seminar in Women's Studies

Course content will vary. May be taken for credit after completion of ENGL 4683 or ENGL 5683 if course content differs.

ENGL 5703 Teaching English as a Second Language

An investigation and practice in teaching different levels of English grammar, oral communication, comprehension skills, reading, and composition to foreign students. May not be taken for credit after completion of ENGL 4703.

ENGL 5713 ESL Assessment

An introduction to the tools, techniques, and procedures for evaluating the English proficiency and language development of ESL students. May not be taken for credit after completion of ENGL 4713.

ENGL 5723 Teaching People of Other Cultures

An examination of cultural diversity in Arkansas and the United States, designed for prospective ESL teachers. May not be taken for credit after completion of ENGL 4723.

ENGL 6003 Introduction to English Graduate Study

An exploration of the ideas, methods and resources appropriate to the study of English language and literature. May not be taken for credit after completion of LA 6013.

ENGL 6013 Structure of the English Language

A study of the grammatical system of English through three different approaches: traditional, structural, and transformational-generative.

ENGL 6033 Rhetoric

A study of the history, theory, and application of rhetoric.

ENGL 6083 Seminar in Linguistics

Course content will vary. May be taken for credit after ENGL 6083 if course content varies.

ENGL 6213 Topics in Literature

Examination of various topics through the intensive study of selected literature. May be repeated for credit if course content varies.

ENGL 6283 Literature and Society

A contextual study of selected works designed to explore the ways in which literature reflects and shapes society. May be repeated if course contents varies.

ENGL 6813 Directed Readings

A study of literary works selected from the M.A. in English Examination Reading List.

ENGL 6881-6 Workshop

Prerequisite: Permission of instructor. The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

ENGL 6891-4 Independent Study

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

ENGL 6993 Thesis Research

Prerequisite: Approval of a thesis plan by the Head of the Department of English and the Dean of Graduate Studies. Directed research on a thesis topic selected by the student in consultation with a supervising professor. Students enrolled in the M.A. in English may repeat ENGL 6993 for credit.

ENGL 6996 Thesis Research

Prerequisite: Approval of a thesis plan by the Head of the Department of English and the Dean of Graduate Studies. Directed Research on a thesis topic selected by the student in consultation with a supervising professor.

Fisheries and Wildlife

FW 5003 Principles of Wildlife Management

Prerequisite: A course in ecology or permission of instructor. Principles of managing wildlife resources with emphasis on population ecology, habitat evaluation and manipulation, wildlife values, and the administration of wildlife resources and resources agencies. Lecture three hours.

FW 5014 Forest Ecology and Management

Prerequisite: FW (BIOL) 3114. An in-depth coverage of ecological interactions in forested ecosystems. Lectures cover biotic and abiotic factors that influence development and species compositions of forest stands. Wildlife habitat relationships in forested ecosystems will also be discussed. Laboratories will familiarize students with field techniques and management activities important in the major forest types of Arkansas. Lecture two hours, lab four hours. \$10 laboratory fee.

FW 5024 Limnology

Spring. Prerequisite: A course in ecology. A study of physical and chemical processes in fresh water and their effects on organisms in lakes and streams. Laboratory sessions and field trips demonstrate limnological instrumentation and methodology. Lecture two hours, laboratory four hours. \$5 laboratory fee.

FW 5034 Geographic Information Systems in Natural Resources

Prerequisites: A course in statistics and computer science or an introductory course to GIS. Use of GIS technology in wildlife and fisheries management and research. Emphasis placed on creation, maintenance, and analysis of spatially explicit data. Lecture two hours, laboratory four hours. \$5 laboratory fee.

FW 5083 Principles of Fisheries Management

Prerequisites: Courses in ecology, statistics, and calculus or permission of instructor. The principles and theory of warm-water fish management with major emphasis on behavior, aquatic habitat, and population dynamics. Lecture three hours.

FW 5881-4 Advanced Topics

Prerequisite: Consent of instructor. This course offers special instruction on fisheries and wildlife topics that are not otherwise covered in the curriculum. The primary focus of the course will vary from offering to offering, thus the course may be taken more than once. This course may be repeated if content is different. On demand.

FW 6001 Graduate Seminar in Fisheries and Wildlife Biology

Analysis of current and classical concepts in fisheries and wildlife biology. The primary focus of this course will vary from offering to offering, thus the course may be taken for credit more than once. Lecture one hour.

FW 6002 Research Methods I

Prerequisites: A course in statistics. Methods for literature review, experimental design, and thesis proposal development. Lecture two hours.

FW 6012 Research Methods II

Prerequisites: A course in statistics. Methods for data analysis and thesis preparation. Lecture two hours.

FW 6013 Population Dynamics

Prerequisites: Courses in ecology, statistics, and calculus, or permission of instructor. An in-depth analysis of major historical development in the theory, techniques of manipulating, and mathematical modeling of fish and wildlife populations. Lecture three hours.

FW 6891-4 Independent Study

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge that complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

FW 6991-6 Thesis Research

Research on a topic culminating in a written thesis.

Foreign Language

FR 5283 Seminar in French

Prerequisite: At least 19 semester hours of French at the undergraduate level or permission of instructor. Course content will vary. May be repeated for credit after completion of FR 4283 or FR 5283 if content is different.

FR 6801 Cultural Immersion and Research

Prerequisite: Enrollment in A.I.L.P. French Immersion Weekend and permission of instructor. Intensive study of French cultural topics followed by individual research projects. May be repeated for credit if content varies.

FR 6881-6 Foreign Language Workshop

Prerequisite: Permission of instructor. The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

FR 6891 Foreign Language Independent Study

Prerequisite: permission of the instructor and department head. Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings.

GER 5283 Seminar in German

Prerequisite: At least 19 semester hours of German at the undergraduate level or permission of instructor. Course content will vary. May be repeated for credit after completion of GER 4283 or GER 5283 if content is different.

GER 6801 Cultural Immersion and Research

Prerequisite: Enrollment in A.I.L.P. German Immersion Weekend and permission of instructor. Intensive study of German cultural topics followed by individual research projects. May be repeated for credit if content varies.

GER 6881-6 Foreign Language Workshop

Prerequisite: Permission of instructor. The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

GER 6891-4 Foreign Language Independent Study

Prerequisite: permission of the instructor and department head. Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings.

JPN 6801 Cultural Immersion and Research

Prerequisite: Enrollment in A.I.L.P. Japanese Immersion Weekend and permission of instructor. Intensive study of Japanese cultural topics followed by individual research projects. May be repeated for credit if content varies.

JPN 6881, 4, 5 & 6 Foreign Language Workshop

Prerequisite: Permission of instructor. The workshop will require the equivalency of fifteen clock hours of instruction.

JPN 6891-2 Foreign Language Independent Study

Prerequisite: permission of the instructor and department head. Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings.

SPAN 5283 Seminar in Spanish

Prerequisite: At least 19 semester hours of Spanish at the undergraduate level or permission of instructor. Course content will vary. May be repeated for credit after completion of SPAN 4283 or SPAN 5283 if content is different.

SPAN 5803 Latin American Film Theory

Prerequisite: SPAN 3123 or equivalent. An introduction to Latin American Film Theory and major films. The course traces the development of film and film theories in Latin America from its earliest initiatives in the 1950's in Peru, Venezuela, and Uruguay to the present.

SPAN 6003 Introduction to the M.A. in Spanish

The emphasis of this course is on analytical reading and academic writing. The course provides the student with research and analytical tools used in the humanities in order to develop the ability to handle larger expository and argumentative units and to deal more effectively with the writing process. Topics vary from year to year.

SPAN 6013 Spanish Composition Through Literature

A close study of texts from contemporary Spanish and Spanish-American writers, with an emphasis on literary analysis, the usage of selected grammatical features and writing styles.

SPAN 6016 Thesis Research

Prerequisite: Approval of a thesis plan by the Head of the Department of Foreign Languages and International Studies and the Dean of Graduate Studies. Directed research on a topic selected by the student in consultation with the supervising professor.

SPAN 6023 Literary Theory

Examination of the fundamental concepts of literary theory and criticism and their applications to Spanish texts, poetry, narrative, and drama.

SPAN 6033 Seminar in Spanish American Literature

This course is designed to introduce the student to major writers in contemporary Spanish American literature. The course will examine each work within its structure. Particular attention will be paid to social, intellectual, and existential aspects.

SPAN 6043 Conquest and Chronicles:

Historiography and Fiction in the XVI Century
Examination of XVI century texts from a historical, cultural, and literary perspective.

SPAN 6053 Spanish American Modernism, 1880-1920

Examination of Spanish-American modernist movement through different theoretical frames, and the ideology and rationale behind its criticism of Modernity.

SPAN 6063 Spanish American Literature and Culture in Modern Times

The course will examine Latin American literature from the turn of the century modernism to present time. This will include the multiple aspects of modernism, realism and regionalism, post-modernist poetry, contemporary prose, and theatre. Specific themes will be studied such as man versus nature, man versus society, gender issues, and the representation of women. The use of art and film will also be studied.

SPAN 6073 Spanish American Short Story

An analysis of Spanish American Short Story, from the 1940's to the present. Emphasis will be placed on the study of the fantastic and magical realism in Latin American Literature. Particular attention will be given to distinguished literary figures such as: Borges, Cortazar, Cabrera, and Marquez. Their work will be studied in depth and examined from different critical and theoretical perspectives.

SPAN 6083 Contemporary Latin American Poetry

Examination of black poetry in Latin America, and the process of transculturation as a discourse of identity in the Caribbean.

SPAN 6093 Latin American Novel

The narratives selected in this course will focus on the relationship between the world and literature. Readings will include the liberated and rebellious literature from Macedonio Fernandez, the canonical and marginal works from Julio Cortazar and Jose Emilio Pacheco and the narratives of the ninety by Ricardo Piglia.

SPAN 6283 Seminar in Spanish

Selected topics on language, literature, or culture in the Americas and Spain. Course may be repeated if content differs.

SPAN 6801 Cultural Immersion and Research

Prerequisite: Enrollment in A.I.L.P. Spanish Immersion Weekend and permission of the instructor. Intensive study of Spanish cultural topics followed by individual research projects. May be repeated for credit if content varies.

SPAN 6881-6 Foreign Language Workshop

Prerequisite: Permission of instructor. The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

SPAN 6891-4 Foreign Language Independent Study

Prerequisite: permission of the instructor and department head. Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings.

General Science

GSCI 6003 Higher Order Thinking In Science

A course designed to assist teachers expand their scientific knowledge, of life, earth, and physical systems; create successful learning environments for students by teaching to use manipulatives, calculators, laboratory equipment, and various learning strategies; and to provide access to appropriate materials and equipment. This laboratory-based course stresses the learning of science as active, integrated, constructive processes involving experimentation, investigation, communication, reasoning, and problem solving. Lecture 2 hours, laboratory 2 hours.

Geography

GEOG 5023 Economic Geography

A study of the resources at man's disposal and his economic activities in utilizing these resources. Special attention is given to industrial and agricultural resources of leading nations. May not be taken for credit after completion of GEOG 3023 or GEOG 4023 or equivalent.

GEOG 5803 Seminar in Global Studies

A directed seminar in a major world region. The region and specific focus will depend upon the current world situation and student needs. May not be taken for credit after completion of GEOG 4803.

GEOG 5833 Geographic Information Systems

An introductory course dealing with computer organized spatial and attribute data. GIS is a system of specialized computer programs with the capability to manipulate and analyze data for problem solving. May not be taken for credit after completion of GEOG 4833 or equivalent.

GEOG 6003 Political Geography

Seminar on the influence of geography in world affairs. A survey of how the physical and cultural geographical factors influence contemporary policies and events.

GEOG 6881-3 Workshop

Prerequisite: Permission of instructor. The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

GEOG 6891-4 Independent Study

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

Gifted Education

GTED 5003 Understanding the Gifted in Home, School and Community

Prerequisite: Consent of instructor. A survey in gifted education providing basic knowledge and concepts of interest to parents, prospective teachers and the community at large. May not be taken for credit after completion of GTED 4003.

GTED 6833 Current Issues and Trends in Gifted Education

Prerequisite: Consent of instructor. Critically examines timely and controversial issues in the field of gifted education to assist educators in developing more defensible programs for gifted/talented children. Systematic analysis of the trends and issues should result in an understanding of Gifted/Creative Education as it is presently viewed by scholars and practiced in the field. One should also gain new insights as to the direction in which we are moving as a "discipline" and as a school function.

GTED 6843 Curriculum Development for Instruction of the Gifted/Talented

Provides a background for the development of curriculum material designed to serve the educational needs of gifted/talented, particularly in regard to critical thinking, problem solving, and creativity.

GTED 6853 Methods and Materials in Gifted Education

This course is designed to provide instruction in methods and techniques of appropriate teaching for gifted/talented students. Also included are guidelines for materials selection and curriculum modification.

GTED 6863 Practicum in Gifted Education

Prerequisite: Consent of instructor. Clinical experiences in teaching the gifted/talented. Designed to assist teachers in providing individualized instruction necessary for developing the potential of the gifted/talented. A \$12.50 fee will be assessed to cover the cost of supplies and materials needed for a three-hour course.

GTED 6873 Developing Creative Talent

Prerequisite: Consent of instructor. Includes a review of research on creativity and provides instruction in the use of methods and techniques appropriate for the development of creative talent at elementary and secondary levels. Also included are guidelines for materials selection and curriculum modification.

GTED 6881-3 Workshop

Prerequisite: Consent of instructor. The special topics workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

GTED 6891-3 Independent Study

Prerequisite: Consent of instructor. Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of an action study.

GTED 6903 Guidance and Counseling of the Gifted/Talented

Defines the distinctive emotional needs of the gifted and presents strategies that counselors, teachers, and parents can use to help the gifted meet those needs at school and at home.

GTED 6991 Action Research

Prerequisite: GTED 6993 Action Research. Directed action study. If the three-hour action study (GTED 6993) has not been completed during the semester(s) of enrollment, the student must register for GTED 6991 during subsequent semesters in which he/she is receiving faculty assistance with the action study and/or using University library facilities.

GTED 6993 Action Research

Prerequisite: EDFD 6003 Educational Research. Directed action study selected by the student in consultation with supervising faculty in the School of Education.

History

HIST 5013 American Military History

Prerequisite: HIST 2003 and 2013. A study of the American military from its colonial origins to the present, including the development of the military establishment and its relationship with American society. Course requires the production of substantial written work based upon disciplined inquiry and the exploration and analysis of primary and secondary sources. May not be taken for credit after completion of HIST 4013 or equivalent.

HIST 5023 Vietnam War

A study of the American involvement in Vietnam from 1945 to 1975. Emphasis will rest on the actual period of war in Vietnam. May not be taken for credit after completion of HIST 4023 or equivalent.

HIST 5033 The Frontier in American History

Prerequisite: HIST 2003. Study of the American frontier as a place, as a process, and as a state of mind influential in shaping institutions and attitudes during the expansion of this nation westward from Atlantic to Pacific. Course requires the production of substantial written work based upon disciplined inquiry and the exploration and analysis of primary and secondary sources. May not be taken for credit after completion of HIST 4033 or equivalent.

HIST 5053 United States Economic History

Prerequisite: HIST 2003 and HIST 2013. A study of the major economic forces which have helped influence, and been influenced by, United States history. Particular emphasis will be given to the development of agriculture, business, industry, and labor in their American setting. Course requires the production of substantial written work based upon disciplined inquiry and the exploration and analysis of primary and secondary sources. May not be taken for credit after completion of HIST 4053 or equivalent.

HIST 5073 United States Diplomatic History, 1776-1912

Prerequisite: HIST 2003. This course is a study of America's diplomatic relationships with other nations and peoples from 1776 to 1912. Of particular emphasis will be the changes in international affairs brought about by the evolving economic and political conditions. This course follows the United States' early struggles in diplomacy through its expansion and eventual emergence as a world power. Course requires the production of substantial written work based upon disciplined inquiry and the exploration and analysis of primary and secondary sources. May not be taken for credit after completion of HIST 4073 or equivalent.

HIST 5083 United States Diplomatic History, 1912 to the Present

Prerequisite: HIST 2013. This course is a study of America's diplomatic relationships with other nations and peoples from 1912 to the present. Of particular emphasis will be the changes in international affairs brought about by the evolving economic and political conditions. This course follows the United States' from its emergence as a world power through two world wars, a cold war, and a war on terrorism. Course requires the production of substantial written work based upon disciplined inquiry and the exploration and analysis of primary and secondary sources. May not be taken for credit after completion of HIST 4083 or equivalent.

HIST 5123 African American History

Prerequisite: HIST 2003 or HIST 2013. This course examines the unique role and contribution of African Americans in the overall development of American history from the colonial era to the present. Course requires the production of substantial written work based upon disciplined inquiry and the exploration and analysis of primary and secondary sources. May not be taken for credit after completion of HIST 4123 or equivalent.

HIST 5133 Latinos in the United States

Prerequisite: HIST 2002 and HIST 2013. This course is an analysis of the historical and cultural heritage of Latinos who have lived or are currently living in the United States. Course requires the production of substantial written work based upon disciplined inquiry and the exploration and analysis of primary and secondary sources. May not be taken for credit after completion of HIST 4133 or equivalent.

HIST 5143 Native American History

Prerequisite: HIST 2003 or HIST 2013. A survey of Native American history from the Archaic period to the present. This course will present an interpretation of the historical experience of the diverse nations native to North America utilizing an ethno-historical approach. Some emphasis will be placed on the formation and operation of United States government policy regarding Native Americans in both the 19th and 20th centuries. May not be taken for credit after completion of HIST 4143 or equivalent.

HIST 5153 History of Arkansas

A study of the history of the state from Indian times to the present, noting political, social, economic, and cultural trends. May not be taken for credit after completion of HIST 3153 or HIST 4153 or equivalent.

HIST 5203 Women in American History

A treatment of women in Western and American social history in their lifestyles and economic and family roles. May not be taken for credit after completion of HIST 3203 or HIST 4203 or equivalent.

HIST 5403 Interpretation/Education through Museum Methods

Prerequisite: Permission of instructor and department head. Museum perspectives and approaches to care and interpretation of cultural resources, including, interpretive techniques of exhibit and education outreach materials, and integrating museum interpretation/education into public school and general public programming. Class projects focus on special problems for managing interpretive materials in a museum setting. Graduate level projects or papers involve carrying out research relevant to the Museum's mission and relating to current Museum goals.

HIST 5463 History of Russia

A study of the cultural and political history of Russia from the reign of Peter the Great to the present, emphasizing trends in the nineteenth century which culminated in the Bolshevik Revolution. May not be taken for credit after completion of HIST 4463 or equivalent.

HIST 5473 History of England to 1689

A survey of the political, legal, and constitutional development of England, with particular emphasis on England's development in relation to that of Western Europe in general. May not be taken for credit after completion of HIST 4473 or equivalent.

HIST 5483 World Economic History

This course traces the development of the modern global economy from the late middle ages to the present. Special attention is given to the emergence of capitalism in Europe and its migration to other parts of the world. Course requires the production of substantial written work based upon disciplined inquiry and the exploration and analysis of primary and secondary sources. May not be repeated for credit as HIST 4483 or equivalent.

HIST 5493 History of England Since 1689

A study of cultural, political, and constitutional history of England in the modern era, with a consideration of the influence of England upon the institutions of her colonies and of the role of England in the economic development of the Western World. May not be taken for credit after completion of HIST 4493 or equivalent.

HIST 5513 History of Science

Prerequisite: HIST 1503 and HIST 1513. A study of the origins, nature, and development of Western science, and its social, economic, and cultural context. May not be taken for credit after completion of HIST 4513 or equivalent.

HIST 5703 History of Modern Africa

A treatment of African history since 1600, dealing with the development of African states in sub-Saharan Africa up to present African nations. May not be taken for credit after completion of HIST 4703 or equivalent.

HIST (POLS) 5981-3 Social Science Seminar

A directed seminar in an area of social sciences. The specific focus will depend upon research under way, community of student need, and the unique educational opportunity available. Course requires the production of substantial written work based upon disciplined inquiry and the exploration and analysis of primary and secondary sources. Students are limited to a maximum of 3 hours credit at the graduate level. Subtitle will appear on students' transcripts.

HIST 6003 Historical Methods

General methods of, and approaches to, historical research and writing, including theories, current approaches, problems, and debates. Students will become familiar with basic tools of historical research and professional discipline. Course requires the individual production of a substantial research paper based upon disciplined inquiry and the exploration and analysis of primary and secondary sources.

HIST 6013 Seminar in United States History

An investigation of selected topics in American history. Course requires the individual production of a substantial research paper based upon disciplined inquiry and the exploration and analysis of primary and secondary sources. Content varies by semester. Course may be repeated for a maximum of 6 hours of credit. Alternate subtitles will appear on students' transcripts.

HIST 6033 Readings in United States History

A readings course in selected topics in American history. Course acquaints students with primary and/or secondary interpretations of the historical period addressed during the semester. Course requires the completion of extensive and wide-ranging reading assignments and the production of substantial written work on the course topic. Content varies by semester. Course may be repeated for a maximum of 6 hours of credit. Alternate subtitles will appear on students' transcripts.

HIST 6043 Readings in American History since 1877

A readings course in selected topics in American history since 1877. (May be repeated under different readings topics.)

HIST 6053 Historiography

Seminar in the analysis of works of important historians from ancient time to the present, with consideration of schools, theories, philosophies, and functions of history. Course requires the completion of extensive and wide-ranging reading assignments and the production of substantial written work.

HIST 6333 Seminar in Arkansas History

Seminar involves researching and writing a paper on a topic related to the history of Arkansas. Course requires the individual production of a substantial research paper based upon disciplined inquiry and the exploration and analysis of primary and secondary sources. Content varies by semester. The course may not be repeated for credit.

HIST 6343 Readings in Arkansas History

The purpose of this course is to acquaint graduate students with the important people, events, and issues of Arkansas through a program of intensive reading and writing. Course requires the completion of extensive wide-ranging reading assignments and the production of substantial written work on the course topic. Content varies by semester. The course may not be repeated for credit.

HIST 6403 Applied Public History

Prerequisite: HIST/ANTH/RP/MUSM 5403 or permission of the department head. Directed utilization of archives and museums, historical editing and publishing, documentary editing, family and community history, material culture, and historic site interpretation, preservation, and management. Areas of emphasis varies by semester. The course may be repeated for a maximum of 6 hours of credit. Alternate subtitles will appear on students' transcripts.

HIST 6413 Seminar in Modern European History

An investigation of selected topics in early modern European history. Course requires the individual production of a substantial research paper based upon disciplined inquiry and the exploration and analysis of primary and secondary sources. Content varies by semester. The course may be repeated for a maximum of 6 hours of credit. Alternate subtitles will appear on students' transcripts.

HIST 6433 Readings in Modern European History

A readings course in selected topics in early modern European history. Course requires the completion of extensive and wide-ranging reading assignments and the production of substantial written work on the course topic. Content varies by semester. The course may be repeated for a maximum of 6 hours of credit. Alternate subtitles will appear on students' transcripts.

HIST 6533 Seminar in World History

An investigation of selected topics in world history. Course requires the individual production of a substantial research paper based upon disciplined inquiry and the exploration and analysis of primary and secondary sources. Content varies by semester. The course may be repeated for a maximum of 6 hours of credit. Alternate subtitles will appear on students' transcripts.

HIST 6543 Readings in World History

A readings course in selected topics in world history. Course acquaints students with primary and/or secondary interpretations of the historical period addressed during the semester. Course requires the completion of extensive and wide-ranging reading assignments and the production of substantial written work on the course topic. Content varies by semester. The course may be repeated for a maximum of 6 hours of credit. Alternate subtitles will appear on students' transcripts.

HIST 6811 Seminar on the Teaching of History

An introduction to the various issues involved in teaching history at the post-secondary level. Graded S/U.

HIST 6881-3 Workshop

Prerequisite: Approval of department head. Course which allows flexibility of topic, structure, and credit hours to enable faculty to design content according to program needs. Open to graduate students who wish to pursue in-depth advanced projects. Course requires the completion of extensive and wide-ranging reading assignments and the production of substantial written work on the course topic. The workshop will require the equivalency of fifteen clock hours per credit hour. Students are limited to a maximum of 3 hours of workshop credit.

HIST 6891-4 Independent Study

Prerequisite: Approval of department head. Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the graduate History program. Course requires the completion of extensive and wide-ranging reading assignments and the production of substantial written work on the course topic. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis. Students are limited to a maximum of 6 hours of independent study credit.

HIST 6993 Thesis Research

Directed research on a thesis topic selected by the student in consultation with a supervising professor.

Humanities

HUM 5433 Seminar in Humanities

A directed seminar in the Humanities. The specific content will depend on research under way, community or student need, and the unique educational opportunity available. May be repeated for credit if course content changes.

HUM 6233 A Survey of the Fine Arts

This course is designed to present information about the fine arts to assist students to develop appreciation of, and sensitivity to, the fine arts. It is particularly designed for (1) persons who desire breadth of understanding about the fine arts, (2) teachers of gifted and talented students, and (3) students of the fine arts who desire more interdisciplinary information about the fine arts.

HUM 6513 American Musical Theatre

A study of the origins and evolution of musical theatre in the 19th and 20th centuries in America, with particular emphasis on turning point musicals, such as *Show Boat*, *Oklahoma*, *West Side Story*, *Hair*, and *Sunday in the Park with George*; on important composer/lyricist teams, such as Rogers and Hart, Rogers and Hammerstein, Lerner and Lowe, Bernstein and Sondheim; and on contemporary trends, including rock musicals, Off-Broadway musicals, and operatic musicals.

Information Technology

INFT 5053 Information Systems Resource Management

A study of the principles and concepts involved in the management of information resources including hardware, software and personnel. Includes coverage of departmental functions within computer/information services as well as legal, ethical, and professional issues, quality management, and strategic impact of information system.

INFT 5103 Software Development

Prerequisite: 1 year of programming in a high-level language, or a two semester sequence of programming courses. Techniques for specifying, designing, developing and testing medium-scale software.

INFT 5123 Laws of Communication

This course will familiarize the student with legal knowledge necessary for a communications specialist or working journalist. The course will attempt to identify case and statute law. It will also include in-depth research in particular legal matters.

INFT 5203 Database Systems

Prerequisite: INFT 5403. An in-depth study of creating databases in a personal productivity package, including relational database design, generation of customized interfaces, and importing/exporting data to other packages. Survey of applications of personal databases in education and industry.

INFT 5303 Developing and Administering Web Sites

Prerequisite: INFT 5403. The World Wide Web, Web browser, and web servers. Developing web pages. HTML and HTML editors. Characteristics of a good web site. Installing and configuring web browsers and web servers. Security, screening, and privacy issues.

INFT 5403 Introduction to Information Technology and Systems

Introduction to the infrastructure of information technology and systems. Topics include computer hardware and software, communication and networks, databases, e-commerce technology, design and development of information systems, information security, privacy, ethics, and social impact.

INFT 5413 Computer Systems and Architecture

A study of the fundamentals of system software and computer architecture. The course includes an introduction to the basic foundation of processor operation, memory hierarchy, bus and I/O systems along with their interactions. RISC and CISC instructions sets, fundamental networking terminology and implementation strategies, and an introduction to basic digital logic design.

INFT 5503 The UNIX Operating System

An introduction to the UNIX operating system. Topics to be covered will include the history and philosophy of UNIX systems, an introduction to basic elements of UNIX, the "shell" command interface, utilities for managing files, and an introduction to the functions that administrators perform to maintain or re-establish the reliability of UNIX systems and the tools that UNIX provides to support that activity.

INFT 5703 Computer Networks

Prerequisite: INFT 5403 and INFT 5413. Study of the concepts involved in interconnecting computers. Introduction to network topologies, routing, protocols, and security. Survey of network operating systems.

INFT 5981-3 Special Topics

A treatment of subjects not routinely covered in other courses. Subjects will vary. May be repeated for a maximum of 6 hours.

INFT 6013 Decision Support Systems

This course enables students to acquire a broad understanding of management information systems and their components and the use of data and analysis models to aid the process of making decisions.

INFT 6203 Database Development and Administration

Prerequisite: INFT 5103 and INFT 5203. A thorough introduction to accessing and maintaining a database via programming interface. Database administration features of SQL. Installation and tuning of a database.

INFT 6303 Design of Web-Based Information Systems

Prerequisite: INFT 5203 and INFT 5303. A survey of methods for providing web-based access to data across a network. Common Gateway interface. Use of generation tools for developing web-based forms. Storing form data into a database. Retrieving information from a database and formatting it for presentation through the web and through e-mail. Client-based processing of data. Audio and video mechanisms support.

INFT 6403 Information Systems Analysis and Design

Co-requisite: INFT 5203. A study of the various concepts, tools, principles, procedures, techniques, and stages of information systems development. Emphasis is placed on the systems approach to problem-solving, user involvement, the management of quality, project control, and teamwork. Other subjects will include feasibility study, requirements definition, documentation, system development life cycle, prototyping, and data modeling.

INFT 6703 Heterogeneous Networks

Prerequisite: INFT 5503 and INFT 5703. Networking in a heterogeneous environment.

INFT 6903 Emerging Trends in Information Technology

Prerequisite: Permission of the coordinator. Study of emerging trends in information technology. Analyzing and reporting on these trends.

INFT 6973 Thesis Research in Information Technology I

Prerequisite: Approval of a thesis plan by the thesis committee or the head of the department. Formal presentation of directed research on a thesis topic selected by the student in consultation with a supervising professor. Prior to the final defense of a written thesis, students will be required to present their research study in a seminar to faculty, staff, and other students. This course must be continued by taking INFT 6983 in a later semester to complete the entire six-hour thesis research.

INFT 6983 Thesis Research in Information Technology II

Prerequisite: INFT 6973. A continuation of the six-hour thesis research. Students may not enroll in this course with INFT 6991-3 in the same semester. In this course the degree candidate must submit his/her thesis to the thesis committee by the date established by the thesis committee. A final oral defense conducted by the thesis committee must be passed at least three weeks before the degree is conferred.

INFT 6991-3 Internship

Prerequisite: Approval of a project proposal by the MSIT Graduate Committee or the Instructor. Students will develop and/or maintain a sponsored computer laboratory or an information system. Duties will include determining user needs, writing and presenting a laboratory or system development/maintenance plan, and supporting the laboratory or system for a semester. This course can be repeated up to six total credit hours in different semesters. The internship will require the equivalence of four clock hours per week of direct client interaction per credit hour earned.

Journalism

JOUR 5033 Community Journalism

A course to acquaint the student with the characteristics of journalism as practiced in small towns and cities and study the relationship of the news media to the other institutions of the town or city.

JOUR 5053 Mass Communication Seminar

Prerequisite: Permission of instructor. Studies of the relationship of mass communication to social, political, technical, and economic issues. Course content will vary. May be repeated for credit as JOUR 5053 when course content changes.

JOUR 5083 New Communication Technology

A study of and practice in the use of the developing technology of mass communication, including the social, legal and economic effects.

JOUR 5113 History of American Journalism

Prerequisite: Permission of instructor. A survey of the history of American journalism and mass media and their relationships to technical, economic, political, and other aspects of American society. May not be taken for credit after completion of JOUR 4113 or equivalent.

JOUR 5123 Laws of Communication

This course will familiarize the student with legal knowledge necessary for a communication specialist or working journalist. The course will attempt to identify case and statute law. It will also include in-depth research in particular legal matters. May not be taken for credit after completion of JOUR 4123, or equivalent.

JOUR 5163 Advanced Photography and Video

An introduction to advanced photographic techniques including color film processing, digital photography, and nonlinear editing. Various historic and current theories of visual journalism provide a substantive base for the application of techniques.

JOUR 5193 Communication Research Methods

Introduction to the methodologies of behavioral science applied to communication research including design measurement, data collection, and analysis. Explores the use of surveys, content analysis, focus groups, and experiments in studies of communication processes and effects. Students will complete a research project.

JOUR 5243 Journalism Writing Seminar

This course is designed to teach the fundamentals of news writing and fact-gathering for the mass media in a concentrated format. Emphasis will be on newspaper writing style, but the fundamentals will apply to broadcasting, news media, public relations, advertising, and other fields.

JOUR 6053 Media and Society

Prerequisite: SPH 5003, Human Communication Theory. Incorporates mass communication theory as well as the global nature of media operations while focusing on the relationship between mass media and society. Students will examine contemporary issues that confront media professionals together with the social responsibilities and ethical questions that attend such issues. The political, social, and governmental influences on media policies and practices will also be emphasized in addition to the effects of media on society and culture.

JOUR 6133 Multi-Media Publishing

Prerequisite: JOUR 5163, Advanced Photography and Video. Focuses on designing communication messages on the computer that combine several media and are interactive. Using the same software tools that are used in the multi-media industry, students learn to conceptualize, design, prepare, and program works for publication on CD-ROM and/or the WEB. Projects incorporate photographs, music, sound, video, and extensive user interactivity. Work in the course attempts to parallel product development in the real world multi-media industry.

JOUR (ART) 6163 Survey of 20th Century Photography

An investigation of the development of photography as a fine art or commercial art form or as a medium for social documentary. Fine art photography is emphasized with the work of significant advertising, commercial, and documentary photographers also included.

JOUR 6193 Journalistic Writing for Multi-Media
Introduction to writing for multi-media. Course explores the advantages, audiences, and various technologies before studying the formats and language appropriate for each medium. Students develop their writing skills through analysis and practice.

JOUR (ART) 6263 Survey of Photojournalism
An investigation of the development of photography as a journalistic medium and as a medium for social documentary. The work and working methods of major photojournalists from about the time of the American Civil War to the present will be examined along with the impact of photojournalism on modern society.

JOUR 6891-4 Independent Study
Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

JOUR 6996 Professional Project
Projects should be original work that is a manifestation of the student's multi-media expertise and reflect both a mastery of content with respect to a given topic as well as the technological skill to present the same in a multi-media format. All completed projects must include a written review of the literature and other materials relevant to the project. It is anticipated that the review will be substantive and comprehensive, and clearly indicate how the project builds on intellectual and journalistic traditions.

Liberal Arts

LA 6013 Introduction to the Liberal Arts
A study of the ideas, methods, and resources appropriate to the disciplines in the liberal arts.

LA 6213 Liberal Arts Colloquium
Seminar in a topic relevant to the liberal arts. Course content will vary. May be repeated for credit as LA 6213 if course content differs.

LA 6713 Liberal Arts Project
Completion of creative or research project. Grade received for successful completion of project is credit (CR).

Library Media

LBMD 6003 Selection of Instructional Materials
A study of the selection, evaluation, organization, and purchasing of instructional materials for the school library media center. The course includes a review of selection tools for identifying materials, determining suitability for specific grade levels, and establishing purchasing and teacher review procedures.

LBMD 6013 Reference Materials in the School Library Media Center
Study of the techniques of reference work, reference interviews, types of reference questions, selection of reference materials (print and non-print), and practice in their use with special emphasis on school library media centers. Networking for the purpose of sharing resources will receive emphasis in the course. Students will be required to do hands-on machine reference searches in addition to a research project.

LBMD 6023 Classification and Cataloging
Prerequisite: Nine hours of graduate study or permission of instructor. A study of the principles and competencies of cataloging and classification. Attention centered on the actual classification and cataloging of school library media center materials. Students will be required to do hands-on machine cataloging.

LBMD (ELED) 6403 Literature for Children and Adolescents
An in-depth study of printed and other types of materials available for use in the elementary grades and middle school. Emphasizes the selection and use of materials to stimulate and improve learning.

Mathematics

MATH 5103 Linear Algebra II
Prerequisite: MATH 4003 or consent of the department of mathematics. A continuation of MATH 4003 with emphasis on abstract vector spaces, inner product spaces, linear transformations, kernel and range, and applications of linear algebra. MATH 5103 may not be taken for credit after completion of MATH 4103 or equivalent.

MATH 5113 History of Mathematics
Prerequisite: MATH 2943. A study of selected topics from the history and nature of mathematics from ancient to modern times. Emphasis will be placed on the historical development of mathematics through a study of biographies of prominent mathematicians and the evolution of some important mathematical concepts. The fundamental role of mathematics in the rise, maintenance, and extension of modern civilization will be considered. May not be taken for credit after completion of MATH 4113 or equivalent.

MATH 5153 Applied Statistics II
Prerequisite: MATH 3153. This course is a continuation of Math 3153 with emphasis on experimental design, analysis of variance, and multiple regression analysis. Students will be required to design and carry out an experiment, use a current statistical software package to analyze the data, and make inferences based upon the analysis. Math 5153 may not be taken for credit after completion of Math 4153 or equivalent.

MATH 5173 Advanced Biostatistics
Prerequisite: An introductory statistics course or permission of instructor. This course will include analysis of variance, one factor experiments, experimental design with two or more factors, linear and multiple regression analysis, and categorical data analysis.

MATH 5273 Complex Variables
Prerequisite: MATH 2943. An introduction to complex variables. This course will emphasize the subject matter and skills needed for applications of complex variables in science, engineering, and mathematics. Topics will include complex numbers, analytic functions, elementary functions of a complex variable, mapping by elementary functions, integrals, series, residues and poles, and conformal mapping. May not be taken for credit after the completion of MATH 4273 or equivalent.

MATH 5293 Introductory Topology
Prerequisite: MATH 4253. Metric spaces, topological spaces, mappings, limit points, continuity, connectedness, and compactness. May not be taken for credit after completion of MATH 4293 or equivalent.

MATH 6023 Higher Order Thinking in Mathematics

Prerequisite: Permission of instructor. This course will provide mathematics teachers in grades five through college with examples of lessons incorporating methods appropriate for students with different learning styles. These lessons will emphasize the use of manipulatives, hands-on materials, cooperative learning techniques, and technology. Mathematical content will help teachers build mathematical connections and concepts across grade levels using concrete experiences and bridging to abstract understanding.

MATH 6123 Modern Geometry

Prerequisite: MATH 3123. A brief review of standard topics in Euclidean Geometry followed by a study of hyperbolic and elliptic geometries, projective geometry, and geometric topology.

MATH 6143 Number Theory

Prerequisite: MATH 3133. The standard topics in the theory of numbers, including divisibility, congruences, quadratic residues, and distribution of primes, continued fractions, and number theoretic functions.

MATH 6183 Introduction to Real Analysis

Prerequisite: MATH 4253. Study of real numbers, topology of the line and plane, sequences and series, and differentiation and integration.

MATH 6213 Methods in Teaching Middle School Mathematics

Prerequisite: Permission of the instructor. The course is an exploration of inductive teaching models, techniques, strategies, and research for teaching mathematics in the middle school. Emphasis will be placed on constructivist learning.

MATH 6323 Methods in Teaching Secondary Mathematics

Prerequisite: Permission of the instructor. The course is a study of materials, methods, and strategies for teaching mathematics in the secondary school. Emphasis will be placed on activity-based learning.

MATH 6881-3 Workshop

Prerequisite: Permission of instructor. The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

MATH 6891-4 Independent Study

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

MATH 6993 Thesis Research

Directed research on a thesis topic selected by the student in consultation with a supervising professor.

Middle Level Education

MLED 5013 Teaching the Young Adolescent

A study of developmentally appropriate curriculum, instruction, and pedagogy for teaching the young adolescent with an understanding of the historical perspective of middle schools and programs.

MLED 5033 Young Adolescent Growth and Development

Prospective middle level teachers will study the educational implications of the developmental period of young adolescence. An emphasis is placed on developmental characteristics of the young adolescent highlighting the role of the middle level teacher in promoting the healthy development of the young adolescent.

MLED 5043 Diversity in the Middle Level Classroom

Prospective middle level teachers will study the educational implications of the economic, cultural, racial and intellectually diverse middle level classroom.

Museum

MUSM(RP/ANTH) 5403 Interpretation/Education through Museum Methods

Prerequisites: Senior or Graduate standing, or permission of instructor. Museum perspectives and approaches to care and interpretation of cultural resources, including interpretive techniques of exhibit and education-outreach materials, and integrating museum interpretation/education into public school and general public programming. Class projects focus on special problems for managing interpretive materials in a museum setting. Graduate level projects or papers involve carrying out research relevant to the Museum's mission and relating to current Museum goals.

Music

MUS 5803 History of American Music: Jazz and Folk

An in-depth study of folk music and the relationship between these forms and American life. Research, aural activity, and analysis are used to explore a variety of musical forms, composers, and performers.

MUS 5881-3 Workshop in Music

Prerequisite: Permission of instructor. Course with variable credit designed to meet specific needs of participants. Each credit hour will require the equivalency of fifteen clock hours of instruction.

MUS 6891-4 Independent Study

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

Philosophy

PHIL 5093 American Philosophy

An examination of the main currents of American philosophical and religious thought from the earliest times to the present.

PHIL 6013 Philosophical Systems

A study of the major systems of philosophy in the context of various philosophical theories considered from epistemological, metaphysical, logical, and ethical points of view.

PHIL 6891-4 Independent Study

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

Physical Education

PE 6013 Principles of Physical Education

Prerequisites: PE 2523, PE 4103, and three credit hours of physical education pedagogy methodology, or approval by department head. Basic principles of physical education and their application to the physical education program. Major schools of philosophical thought, leaders, and forces affecting past and present development of physical education.

PE 6023 Curriculum Development in Physical Education

Prerequisite: three credit hours of pedagogy methodology or approval by department head. A comprehensive study of curriculum development in physical education.

PE 6033 Exercise Physiology

Prerequisites: PE 4033, PE 2653, and PE 3663 or approval of department head. A study of the physiological changes in the human organism which accompany physical exercise and the implication of the changes for physical education.

PE 6043 Psychology of Motor Learning

Prerequisites: PE 2653 and PE 3663, or approval by department head. Provides an understanding of psychological principles involved in motor performance.

PE 6053 Biomechanics

Prerequisites: PE 2653, PE 3663, algebra or general mathematics, and physical science or physics, or approval by department head. The application of physics as it relates to human movement. Specific emphasis will be made on the mechanics and common injuries involved with selected sport or work related movements.

PE 6073 Exercise and Sport Behavior

Prerequisites: PE 4513 or approval by department head. The course provides an in-depth view of the psychological aspects of human behavior in sport and exercise settings.

PE 6083 Research Design and Statistics in Physical Education

Prerequisites: PE 4523 or approval by department head. Designed to familiarize the student with research literature, techniques, and statistical procedures used in physical education today.

PE 6881-3 Workshop

Prerequisite: Permission of instructor. The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

PE 6891-4 Independent Study

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

PE 6993 Thesis Research

Directed research on a thesis topic selected by the student in consultation with a supervising professor.

Physical Science

PHSC (BIOL) 5003 History and Philosophy of Science

A course in the historical development and philosophical basis of modern science. May not be taken for credit after completion of PHSC (BIOL) 4003 or equivalent.

PHSC 6023 Concepts of Mining and Minerals Technology

Topics to be covered include geology of the mineral producing regions, Arkansas minerals, aspects of mineral economics, mining techniques, operations and equipment, mineral processing and use of minerals, mining law, mining health and safety, mine land reclamation, and the needs for mineral research. \$5 laboratory fee.

PHSC (BIOL) 6813 Science, Technology, and Human Values

Prerequisite: Bachelor's degree in one of the physical sciences. (Note: Those lacking such degree should enroll in LA 6813). An interdisciplinary introduction to the role of science and technology in shaping world views and addressing societal problems. Team taught by scientists and humanists.

PHSC 6881-3 Workshop

Prerequisite: EDFD 6003 or permission of instructor. The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

Physics

PHYS 6054 Concepts of Physics

Prerequisite: Eight hours of physics or consent of instructor. A study of mechanics, simple machines, heat, sound, wave motion, electricity, magnetism, light, and modern physics. Special emphasis will be placed on those aspects of lecture and laboratory most germane to the teaching of science in grades 7-12. The course will consist of lecture, laboratory demonstrations, and laboratory exercises that can be done using equipment available in most area high schools. \$5 laboratory fee.

Political Science

POLS 5103 Environmental Politics

Prerequisite: POLS 2013 recommended. An examination of environmental issues from a policy perspective. Although scientific questions are involved, emphasis is on the political process of environmental issues. Topics discussed include the actors, their power, limits to their power, and their impact on the environmental policy process. May not be taken for credit after completion of POLS 4103 or equivalent.

POLS 5403 Current Issues in Global Politics

Prerequisites: POLS 2013, POLS 3413 recommended. Contemporary issues in global politics studied through participation in ICONS, an international intercollegiate computer simulation network. One country will be studied in depth as a vantage point from which to assess global affairs. May not be taken for credit after completion of POLS 4403 or equivalent.

POLS (HIST) 5981-3 Social Sciences Seminar

A directed seminar in an area of social sciences. The specific focus will depend upon research under way, community of student need, and the unique educational opportunity available. Course requires the production of substantial written work based upon disciplined inquiry and the exploration and analysis of primary and secondary sources. Students are limited to a maximum of 3 hours credit at the graduate level. Subtitle will appear on students' transcripts.

POLS 6003 Seminar in Recent American National, State, and Local Government

An investigation of selected governmental trends and problems in the contemporary United States with analysis of their social and economic ramifications.

POLS 6403 Seminar in Contemporary Foreign Policy and International Politics

Selected topics on the principles of international politics and/or the contemporary foreign policies of various major powers in Europe, Asia, Africa, and the Americas.

POLS 6891-4 Independent Study

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

Psychology

PSY 5013 History of Psychology

Prerequisite: Graduate standing in psychology or instructor and graduate director permission. A survey of the developments in psychology from the ancient Greeks to the emergence of psychology as a modern experimental science.

PSY 5033 Psychological Tests and Measurements

Prerequisite: Graduate Standing in psychology or instructor and graduate director permission. Theory of psychological testing, statistical procedures and training in administration, scoring, and profiling of various tests of ability, achievement, interests, and personality.

PSY 5043 Social Psychology

Prerequisite: Graduate standing in psychology or instructor and graduate director permission. A study of the factors that influence the attitudes, behaviors, and cognition of the individual with a special emphasis on interactions among people.

PSY 5053 Psychology of Perception

Prerequisite: Graduate standing in psychology or instructor and graduate director permission. The study of general perceptual processes. While the main senses will be covered, emphasis will be placed on visual functioning. The role of perception in organismic adaptation will be explored.

PSY 5073 Cognitive Psychology

Prerequisite: Graduate standing in psychology or instructor and graduate director permission. A study of the basic principles of mental processes and their influences on behavior. Specifically, the course focuses on the conscious and unconscious processes involved in the acquisition, storage, transformation, and use of knowledge.

PSY 6013 Advanced Statistics

Prerequisite: PSY 2053 or equivalent and graduate standing in psychology or instructor and graduate director permission. An advanced study of the concepts and techniques in descriptive and inferential statistics. Emphasis placed on the application of statistics and psychological research.

PSY 6023 Research Design

Prerequisite: PSY 6013 or equivalent and graduate standing in psychology or instructor and graduate director permission. An advanced treatment of the design and analysis of psychological research. Emphasis on the logical foundations of experimental design.

PSY 6033 Personality Testing

Prerequisite: Psy 6013 or equivalent and graduate standing in psychology or instructor and graduate director permission. Application of selected assessment devices. Emphasis on various objective tests including theoretical assumptions, scaling techniques, profile interpretation, and critical research topics.

PSY 6043 Psychopathology

Prerequisite: Graduate standing in psychology or instructor and graduate director permission. Surveys classical and contemporary trends and theories of psychopathology; including methods, validity, and utility of classificatory schemes, properties of various disorders, as well as related assessment and treatment procedures.

PSY 6053 Advanced Development Psychology

Prerequisite: Graduate standing in psychology or instructor and graduate director permission. Evaluation and assessment of the logical and empirical adequacies of modern theories of psychological development in relation to the maturation process of individuals.

PSY 6063 Advanced Physiological Psychology

Prerequisite: Graduate standing in psychology or instructor and graduate director permission. An in-depth analysis of topics in physiological psychology. Emphasis is placed upon functional neuroanatomy of mammals to provide for understanding of systems for neural control of perception, orientation, motivation, learning, and complex processes.

PSY 6073 Personality Dynamics and Theories

Prerequisite: Graduate standing in psychology or instructor and graduate director permission. An examination of selected writings and research of major personality theories.

PSY 6083 Seminar in Psychology

Prerequisites: PSY 6013, PSY 6023, 9 hours of PSY at the 5000-6000 level, and permission of the department. Concentrated analysis of a particular problem in psychology. Emphasis is placed upon the evaluation of current research and theory in the development of research ideas by the student. Topics to be determined by the Graduate Faculty Committee and the Director of the Graduate Program in Psychology.

PSY 6091-6 Advanced Field Placement

Prerequisites: Successful completion of 30 graduate hours in psychology, 6 hours of thesis, and mutual consent of the faculty advisor, department, and industry supervisor. The course is a jointly supervised field placement in an area diagnostic or treatment facility. Emphasis is on an integration of theory, methods, and graduate training, with on-the-job experience. The placement is designed for students who are considering work in facilities which provide psychological and/or social services. **The purchase of Professional Liability Insurance is required.**

PSY 6881-3 Workshop

Prerequisite: EDFD 6003 or permission of instructor. The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

PSY 6891-4 Independent Study

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

PSY 6993-6 Thesis Research

Prerequisite: Graduate standing in psychology and permission of thesis advisor. Directed research on a thesis topic selected by the student in consultation with a supervising professor.

Recreation and Park Administration

RP (MUSM/ANTH) 5403 Interpretation/Education through Museum Methods

Prerequisites: Senior or Graduate standing, or permission of instructor. Museum perspectives and approaches to care and interpretation of cultural resources, including interpretive techniques of exhibit and education-outreach materials, and integrating museum interpretation/education into public school and general public programming. Class projects focus on special problems for managing interpretive materials in a museum setting. Graduate level projects or papers involve carrying out research relevant to the Museum's mission and relating to current Museum goals.

Rehabilitation Science

RS 6163 Substance Abuse

An in-depth study of the theoretical explanations for addiction will be carried out using the seminar approach. These theories will also be examined for implications for intervention in rehabilitation and prevention settings.

RS 6891, 2, & 4 Independent Study

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

Secondary Education

SEED 5013 Teaching in the Middle School

Methods and procedures in teaching in the middle school. Includes individualization of instruction and interdisciplinary teaching for middle school students. May not be taken for credit after completion of SEED 4013.

SEED 5063 Educators in Industry

A course devoted to career awareness in relation to the modern workplace. It is conducted in cooperation with local businesses and industries. The course involves research, on-site instruction, and work experience.

SEED/ELED 5333 Teaching Reading and Study Strategies in the Content Area

This course is designed to provide pre-service and in-service teachers and administrators with a knowledge of reading factors as they relate to various disciplines. Content of the course includes estimating students' reading ability, techniques for vocabulary, questioning strategies, and developing reading-related study skills.

SEED 6881-3 Workshop

Prerequisite: Permission of instructor. The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

SEED 6891-4 Independent Study

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

SEED 6991 Thesis Research

Directed research on a thesis topic. If the six-hour thesis (SEED 6993 and 6993 in the student's area of specialization) has not been completed during the semester(s) of enrollment, the student must register for SEED 6991 during subsequent semesters in which he/she is receiving faculty assistance with the thesis and/or using University library facilities.

SEED 6993 Thesis Research

Directed research on a thesis topic selected by the student in consultation with a supervising professor.

Sociology

SOC 6003 Sociology for Educators

Designed for those with limited background in sociology, this course surveys basic concepts, research methods, and core areas of sociology including culture, social structure, social self, deviance, stratification, and social change. Special emphasis will be on the educational institution.

SOC 6891, 2 & 4 Independent Study

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

Speech

SPH 5003 Human Communication Theory

This communication theory class integrates learning about speech communication in various contexts. It is an in-depth study of contemporary and traditional perspectives of human communication, and synthesizes major concepts in human communication theory development. May not be taken for credit after the completion of SPH 4003.

SPH 5053 Speech Communication Seminar

A course for both majors and non-majors who want to investigate the relationships between human communication and contemporary social, political, and economic issues. May not be taken for credit after the completion of SPH 4053 unless the topics differ.

SPH 5063 Organizational Communication

Theories and practices of organizational communication are examined from a critical and historical perspective. Issues related to the personal, relational, cultural, group, business, global, and ethical dimensions of everyday communication practices are analyzed. Includes lecture, discussion, research, and group projects. May not be taken for credit after the completion of SPH 4063.

SPH 5073 Directing Forensics

Prerequisites: Oral Interpretation, Argumentation, Public Speaking and/or consent of the instructor. Practical study and training to lead to the planning of activities, directing competitive events, and administration of a forensic program on the high school level. May not be taken for credit after completion of SPH 4073 or equivalent.

SPH 5123 Rhetorical Criticism

This course will provide the principles of rhetorical theories as they have developed throughout history and apply them to the critical analysis of various communication events. May not be taken for credit after the completion of SPH 4123.

SPH 5153 Persuasive Theory & Audience Analysis

Survey of classical and social science theories of persuasion. Particular emphasis is given to analysis of persuasive strategies, preparation of persuasive appeals, ethics of persuasion, and audience analysis. A consideration of social movements and persuasive campaigns is also included.

SPH 6891-4 Independent Study

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

Teaching English to Speakers of Other Languages

TESL 5023 Tesol Second Language Acquisition

This course provides an introduction to the major theories of language acquisition and their applications to the instruction of ESL students. (Required for the ESL Endorsement in Arkansas)

TESL 5703 Tesol Methods - Teaching English as a Second Language

This course is an introduction to the methodology in teaching listening, speaking, reading and writing English, as well as core content, to ESL students. (Required for the ESL Endorsement in Arkansas)

TESL 5713 Tesol Assessment

This course is an introduction to ESL assessment strategies and tools, the design and evaluation of classroom tests, and the design and use of alternative assessment strategies and tools. (Required for the ESL Endorsement in Arkansas)

TESL 5723 Tesol Teaching People of Other Cultures

This course provides an introduction to issues in language and culture, including sociolinguistic variations due to age, sex, social class, ethnicity. (Required for the ESL Endorsement in Arkansas)

TESL 6003 Linguistics

Prerequisite: TESL 5023, TESL 5703, TESL 5713, and TESL 5723. Examination of phonology, syntax, and semantics in a variety of languages, including the study of language changes, as well as regional and social variations. This course will provide students with linguistic insights into language usage, writing, reading, spelling, and vocabulary.

TESL 6013 Modern English Grammar and Usage

Prerequisite: TESL 5023, TESL 5703, TESL 5713, and TESL 5723. Investigation of the structure of the systems of American English as it applies to teaching and learning of English as a second language. Emphasis will be on practical usage. Emanation of English grammar, mechanics, and usage; rules of punctuation, spelling, syntax, and usage related to oral and written production of English.

TESL 6023 Language and Society

Prerequisite: TESL 5023, TESL 5703, TESL 5713, and TESL 5723. Examination of the interrelationship of language, culture, and non-verbal communication and the role each of these plays in shaping thoughts and attitudes. Students will also investigate the interactions among language, social institutions, cultural beliefs, and individual behavior and the language variations associated with geography, socio-economic class, age and gender.

TESL 6033 Tesol Methods: Oral Communications

Prerequisite: TESL 5023, TESL 5703, TESL 5713, and TESL 5723. Examination of content and methodology in teaching listening, speaking, and pronunciation to diverse groups of ESL students.

TESL 6043 Tesol Methods: Written Communication

Prerequisite: TESL 5023, TESL 5703, TESL 5713, and TESL 5723. Examination of content and methodology in teaching reading, writing, and grammar to diverse groups of ESL students.

TESL 6053 Tesol Assessment Strategies

Prerequisite: TESL 5023, TESL 5703, TESL 5713, and TESL 5723. Examination of theory and practice in the design and evaluation of classroom tests and other assessment tools. Examination of the role of testing; survey of types of tests; criteria of tests; analysis of the tasks that require either listening, speaking, reading, writing, and the levels of communicative competence necessary to complete such tasks successfully; and evaluation of the appropriateness of various tests for ESL students.

TESL 6066 Public School Experience

Prerequisite: Completion of the required 30 hours of graduate courses needed for the MA degree. Supervised practical experience in the public school setting under the supervision of an ESL coordinator at the site and TESOL program director. The practicum curricular modifications and instructional practices resulting in the academic progress of the learners.

TESL 6076 Intensive English Internship

Prerequisite: Completion of the required 30 hours of graduate courses needed for the MA degree. Supervised practical experience in an Intensive English Program under the supervision of the director of the program and the TESOL program director. The internship is one semester long. The practicum teacher will document appropriate curricular modifications and instructional practices resulting in the progress of the Intensive English learners.

TESL 6086 Overseas Internship

Prerequisite: Completion of the required 30 hours of graduate courses needed for the MA degree. Supervised practical experience in an overseas English program under the supervision of the director of the program and the TESOL program director. The internship is one semester long. The practicum teacher will document appropriate curricular modifications and instructional practices resulting in the progress of the English learners overseas.

Teaching, Learning and Leadership

MTLL 6003 School Organization and Leadership for Teacher Leaders

This course will examine how schools are organized and supported from the federal level to the local school. The concepts of leadership and its role at all levels will be a focal part of this study. Students will begin to examine their leadership style and dispositions.

MTLL 6113 Action Research and Data Analysis for School and Classroom Use

This course will focus on the analysis of data with emphasis on student achievement and whole school accountability. Data driven decision-making will be examined. Students will look at research methodologies with a focus on action research and the role of the leader in facilitating action research in the field.

MTLL 6123 Instructional Leadership for the Master Teacher

This course will focus on the "hard and soft" skills of instructional leadership. The teaching and learning process will be the focus of student work. Students will learn how to observe and coach for excellence in teaching and learning. The reflective practice model will serve as a basis for theory and skill development.

MTLL 6133 Basic Elements of Curriculum

This course will focus on national, state, and local curriculum standards. Students will gain an understanding of the alignment issues of curriculum, instruction, and assessment as they prepare a curriculum artifact based on the principles of curriculum.

MTLL 6143 Organizational Change and the Role of the Master Teacher

This course will examine theories of change looking at research and case studies of first and second order change. Students will gain strategies as leaders of change as schools work to move closer to higher performance. Students will study a current change taking place in a school.

MTLL 6152 Professional Portfolio for the Master Teacher

This course will examine the role of the student portfolio and the teaching portfolio. The main focus will be the professional portfolio for the candidate's completion of their degree program.

MTLL 6202 Professionalization of Teaching for the Master Teacher

This course will examine the philosophies and historical perspectives of education for the purpose of reflection on individual teaching and learning practices. Students will purposefully explore and define who they are as a master teacher and what core beliefs impact teaching and learning in their classroom.

MTLL 6223 Teaching and Learning for the Master Teacher

This course will explore theories and best practices that can lead to improved student performance.

MTLL 6242 Cognitive Coaching and Mentoring for the Master Teacher

Students will develop the necessary skills that will enable the master teacher to be a peer learning coach and mentor for the inductee, peer, and/or marginal teacher.

MTLL 6253 Advanced Curriculum Design Practicum for the Master Teacher

This course will focus on advanced methods of curriculum design. The role of the teacher leader in the curriculum development process will be explored and acquisition of the skills necessary to facilitate, implement, assess, and sustain the process will be learned.

MTLL 6262 Action Research Practicum for the Master Teacher

This course will focus on the implementation of the student action research design, developed in the initial research course, Action Research and Data Analysis for School and Classroom Use. Analysis of field data from this research will be aggregated with emphasis on student achievement. Effective communication of the research results to various audiences will also be explored.

MTLL 6271 Resource Acquisition for the Master Teacher

This course will provide the opportunity for students to discuss, explore, and acquire skills that will supplement means to augment classroom resources in addition to the allocated budget.

Theatre

TH 5283 Children's Theatre: Techniques and Practicum

Summer. Prerequisite: Consent of instructor. The philosophy of teaching acting to children, in theory and practice. The course is designed for drama majors, teachers, and others interested in child development. The semester equivalent of two hours of class lecture is combined with the semester equivalent of two hours of supervised laboratory experience in a children's theatre setting. May not be taken for credit after completion of SPH 4283 or equivalent.

TH 5313 Theatre History III -- 1900 to 1960

A study of European and American theatre during the first part of the twentieth century, including movements such as realism, symbolism, expressionism, epic theatre, and theatre of the absurd, and playwrights such as Ibsen, Chekhov, Strindberg, Maeterlinck, Shaw, Brecht, O'Neill, Williams, Lonesco, and Beckett. May not be taken for credit after completion of TH 4313 or equivalent.

TH 5323 Theatre History IV -- 1960 to the Present

A study of European and American theatre during the last four decades of the twentieth century, including movements such as postmodernism, political/didactic theatre, feminist theatre, neorealism, new comedy, and collective creation, and playwrights such as Mamet, Wilson, Stoppard, Shepard, Churchill, Henley, Simon, Rabe, Havel, and Fugard. May not be taken for credit after completion of TH 4323 or equivalent.

TH 5503 Scene Design

Prerequisite: TH 3513 or permission of instructor. A study of the elements of design for the stage, from conception to finished production models, focusing on line, form, mass, and color. May not be taken for credit after completion of TH 4503 or equivalent.

TH 5506 High School Play Production

This course will provide basic information in lighting, sound design, set design and construction, make-up, costume design and construction, stage management, directing, and improvisational techniques. This course is aimed at certified teachers who are returning to school for additional training and is designed to meet area needs. May not be taken for credit after completion of TH 4506 or equivalent.

TH 5983 Theatre Seminar

Prerequisite: Twelve hours in theatre or consent of instructor. A directed seminar dealing with a selected topic in theatre studies. May be repeated for credit for different topics.

TH 6891-4 Independent Study

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

Vocational Business Education

VOBE 5023 Methods of Teaching Vocational Business

A methods course designed to prepare the beginning business educator for effective teaching in the contemporary vocational business education classroom. Teaching methodologies for the business education occupational clusters are presented and practiced.

VOBE 5053 Technology Methods for Business Education

A course in technology education focusing on methods and hands-on activities utilized in secondary Business Education programs with emphasis on hardware, software, and program development. May not be repeated for credit as VOB 4053 or equivalent.

VOBE 5063 Educators in Industry

A course devoted to career awareness in relation to the modern workplace. It is conducted in cooperation with local businesses and industries. The course involves research, on-site instruction, and work experience.

VOBE 5093 Directed Vocational Work Experience

Admission by consent of instructor and advisor's recommendation. A course for business teachers or business education students who desire or need practical, on-the-job experience in areas related to the vocational business education curriculum; designed to provide practical experience in a structured, supervised setting. May not be taken for credit after completion of VOB 4093 or equivalent.

VOBE 6881-3 Technology Workshop

A course for business teachers who desire to upgrade office technology skills. Emphasis will be on methods of teaching and developing instructional materials. Hands-on computer applications will comprise a major portion of the course. Areas covered include microcomputer applications, business data processing, word processing, computerized accounting, and records management. Specific areas will be emphasized as new technology is available.

Wellness Science

WS 6013 Wellness Concepts and Applications

The course provides the advanced student the opportunity to explore cognitive health and wellness information relevant in our global community. Emphasis will be placed on application in behavior and behavior change.

WS 6023 Wellness and Fitness Program Management

The course provides the advanced student the opportunity to explore the management of wellness and fitness programs in society. Emphasis will be placed on the development of skills which enable wellness and fitness programs to be successful.

INDEX

A		E	
Academic Advising	28	Economics	76
Academic Dishonesty	30	Educational Foundations	76
Academic Probation	30	Educational Leadership	43, 77
Accreditation	i	Educational Media	78
Adding/Dropping Courses	28	Educational Specialist	47
Administration	4	Elementary Education	36, 79
Admission	25	Emergency Management and Homeland Security	51, 80
Anthropology	74	English	58, 81
Appeals Procedures	30	English Language Institute	21
Application for Graduation	31		
Art	74	F	
Assessment Program	31	Faculty	8
Auditing Courses	29	Family Educational Rights and Privacy Act	31
		Fees and Charges	17
B		Financial Aid	19
Biology	74	Fisheries and Wildlife Science	53, 82
Board of Trustees	4	For More Information	iii
		Foreign Languages	68, 82
C			
Candidacy	32	G	
Campus History	12	General Information	12
Career Services	24	General Science	83
Chemistry	74	Geography	84
Class Load Policy	28	Gifted Education	46, 84
College Student Personnel	49, 74	Grading	29
Commencement Participation	32	Graduate Assistantship	19
Conditional Admission	26	Graduation (Processing) Fee	32
Counseling and Leadership	42, 75	Graduation Requirements	32
D			
Degree Completion Requirements	33		
Disability Services for Students	23		
Driver Education	76		

H		Physical Science	91
Health and Wellness Center	22	Political Science	91
History	60, 84	Portfolio	33
Housing	18	Program Accreditations	i
Humanities	78	Programs of Study	14
I		Processing Fee	32
Incomplete Grades	29	Psychology	65, 92
Independent Study	29	Purpose of Graduate Program	14
Information Technology	55, 87	R	
Instructional Improvement	44	Recreation and Park Administration	93
Instructional Technology	40	Reduction of Fees and Charges	18
International Student Admissions	26	Rehabilitation Science	93
International and Multicultural		Repeating Courses	29
Student Services	21	S	
J		Scholarships	19
Journalism	63, 88	Secondary Education	37, 93
L		Secondary Education English	37
Liberal Arts	72, 89	Second Master's Degree	27
Library Media	40, 89	Social Studies	39
M		Sociology	93
Mathematics	38, 89	Spanish	68, 83
Mission Statement	13	Special Education	93
Museum	90	Speech	94
Music	90	T	
N		Teaching English as a Second Language	58
National Institutional Memberships	ii	Teaching English to Speakers of	
Non-Degree Admission	26	Other Languages	70, 94
P		Teaching, Learning and Leadership	45, 95
Payment of Accounts	18	Theatre	95
Philosophy	90	Thesis	32
Physical Education	38, 91	Traffic Regulations	22
Physical Plant	15	Transfer Credit	28
		Transient Admission	26

U

Unconditional Admission	25
Undergraduate Senior Admission	27
University Bookstore	21
University Policy	31
University Testing Center	23

V

Vocational Business Education	96
-------------------------------------	----

W

Wellness Science	96
Withdrawing	29

NOTES