Arkansas Tech University
2013-2014 Graduate Catalog

RUSSELLVILLE, ARKANSAS
WWW.ATU.EDU

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

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

The College 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.

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

Department of Emergency Higher Management (EMHS Program)
Foundation for Higher Education Accreditation (FFHEA)
965 Harrison Circle
Alexandria, VA 22304
(703) 823-5573

Computer Accreditation Commission of ABET
111 Market Place, Suite 1050
Baltimore, MO 21202
(410) 347-7700

National Institutional Memberships

American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions Officers
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
NAFSA: Association of International Educators
National Association of Student Personnel Administrators
National Association of University Fisheries and Wildlife Programs
National Collegiate Athletic Association
National Commission on Accrediting
National League for Nursing

Enrolling In College

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.

For More Information

General Information	(479) 968-0389
Academic Advising Center	(479) 964-0843
Academic Affairs Office	(479) 968-0319
Admission Office	(479) 968-0343
Alumni Office	(479) 968-0242
Director of Athletics	(479) 968-0345
Business Office	(479) 968-0300
Continuing Education Office	(479) 498-6035
Counseling Office	(479) 968-0276
Disabilities Coordinator	(479) 968-0302
	TDD (479) 964-0536
Financial Aid	(479) 968-0399
	TDD (479) 968-0224
Graduate College	(479) 968-0398
Health and Wellness Center	(479) 968-0329
President's Office	(479) 968-0237
Professional Development Institute	(479) 964-0541
Public Safety	(479) 968-0222
Registrar's Office	(479) 968-0272
Student Accounts	(479) 968-0271
Student Services	(479) 968-0239
University Testing Center	(479) 968-0302
Student Housing	(479) 968-0376
Tucker Coliseum	(479) 968-0337

Arkansas Tech University will provide equal opportunity in employment to all persons. This applies to all phases of the personnel process, including recruitment, hiring, placement, promotion, demotion, separation, transfer, training, compensation, discipline, and all other employment terms, conditions, and benefits. Arkansas Tech University prohibits discrimination based on race, color, religion, national origin, sex, age, disability, genetic information, or veteran status.

Arkansas Tech University will provide a copy of this policy to all applicants for employment. All faculty and staff will be notified annually of the policy. Further, Arkansas Tech University will consider through a designated grievance procedure, the complaints of any person who feels that he or she has been discriminated against on the basis of race, color, religion, national origin, sex, age, disability, genetic information, or veteran status.

Arkansas Tech University will have an Affirmative Action Plan that contains a set of specific and result-oriented procedures to apply every good faith effort to achieve prompt and full utilization of minorities, women, those with disabilities or veterans at all levels and all segments of its workforce where deficiencies exist. Additionally, Arkansas Tech University will continually monitor and evaluate its employment practices to ensure that they are free of bias or discrimination based upon race, color, religion, national origin, sex, age, disability, genetic information, or veteran status.

A copy of the Affirmative Action Plan, including specific responsibilities and provisions for implementation and compliance, will be made available upon request. Responsibility for implementation and compliance with this Affirmative Action policy has been delegated to the Affirmative Action officer, e-mail affirmative.action@atu.edu.

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 that the University is both 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
2013 - 2014

*** NOTE: The fall and spring dates below pertain to full-term courses. The calendar for condensed courses differ from what is printed below. Please reference the Registrar's Office website for course and term defin and pertinent Academic Calendar dates for courses not conforming to the beginning and ending dates out below.**

Summer Sessions 2013 (five-week condensed terms)

First Term - June 3, 2013 to July 5, 2013*

Late registration for first term	Ju
Classes begin	
Last day to officially withdraw/drop courses with full reduction of tuition and fees	
Last day to register and add courses/change sections	
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	
Early registration for freshmen for fall semester	May through
Last day to drop courses with a “W” or change from credit to audit	
Holiday	(Thursday
First term ends	

Second Term - July 8, 2013 to August 9, 2013*

Late registration for second term	Ju
Classes begin	
Last day to officially withdraw/drop courses with full reduction of tuition and fees	
Last day to register and add courses/change sections	
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	
Last day to drop courses with a “W” or change from credit to audit	A
Second term ends	A
Graduation	Au

Fall Semester Opens August 19, 2013

Selected fall activities	August
Registration	August
Classes begin	Au
Labor Day holiday	Septe
Last day to officially withdraw/drop courses with full reduction of tuition/fees	Septe
Last day to register and add courses/change sections	Septe
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	Oc
Deadline for degree audit (transcript evaluation), December 2014 graduates	Oct
Mid-term	Oct
Early registration for spring semester	Novembe
Thanksgiving holidays	7:00 a.m., November 27 - 7:00 a.m., De

Last day to drop courses with a “W“ or change from credit to audit	Dece
Reading Day	8:00 a.m. - 5:00 p.m., Decer
End of course examinations	7:00 p.m., December 10 - 10:(Decer
Graduation	Decer

Spring Semester Opens January 6, 2014

Registration	Januar
Classes begin	Jan
Last day to officially withdraw/drop courses with full reduction of tuition/fees	Jan
Last day to register and add courses/change sections	Jan
Martin Luther King Day holiday	Jan
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	Febr
Mid-term	M
Deadline for degree audit (transcript evaluation), May 2015 graduates	M
Spring holidays	7:00 a.m., March 24 to 7:00 a.m.
Deadline for degree audit (transcript evaluation), summer 2015 graduates	M
Early registration for summer and fall semester	Apr
Last day to drop courses with a “W” or change from credit to audit	
Reading Day	8:00 a.m. - 5:00 p.m.,
End of course examinations	7:00 p.m., April 29 to 10:00 a.m.
Graduation	

Summer Session 2014 (five-week condensed terms) (tentative)

First Term - June 2, 2014 to July 3, 2014*

Late registration for first term	Ju
Classes begin	
Last day to officially withdraw/drop courses with full reduction of tuition and fees	
Last day to register and add courses/change sections	
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	
Early registration for freshmen for fall semester	May through
Last day to drop courses with a “W” or change from credit to audit	
First term ends	
Holiday	(Friday

Second Term - July 7, 2014 to August 8, 2014*

Late registration for second term	Ju
Classes begin	
Last day to officially withdraw/drop courses with full reduction of tuition and fees	
Last day to register and add courses/change sections	
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	
Last day to drop courses with a “W” or change from credit to audit	A
Second term ends	A

Administration

Board of Trustees

Charles Blanchard, Russellville
Eric Burnett, Fort Smith
John Chambers III, Danville
Tom Kennedy, Little Rock
Leigh Whiteside, Russellville

Administrative Officers

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

John W. Watson, 1978, Vice President for Academic Affairs
B.A., University of Arkansas, 1971
M.S., University of Arkansas, 1973
Ed.D., Oklahoma State University, 1978

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

Susie Nicholson, 1998 , Vice President for Student Services and University Relations
B.A., University of Arkansas, 1986
M.S., Arkansas Tech University, 2010

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

Administrative Staff

Carol Adkison, Assistant Director of Computer Services for Administrative Systems
Alison Ahlert, Event Coordinator for Lake Point Conference Center
Karen Alexander, Assistant Director of Budget
Jan Apple, Academic Outreach Coordinator
Jamie Beck, Coordinator of Greek Life
Sabrina Billey, Area Coordinator for Residence Life
Rebecca Bramlett, Institutional Research Associate
Jessica Brock, Coordinator of Concurrent Enrollment Programs
Marci Buhajla, English Language Institute Instructor
Jenny Butler, Coordinator of Student Activities and Orientation
Luke Calcatera, Coordinator of Campus Recreation/Head Men's Golf Coach
Rebecca Callaway, Instructional Designer - eTech
Liz Chrisman, Photographer
Nichole Christensen, Student Support Services Program Advisor
Pat Chronister, Assistant to the Vice President for Academic Affairs
Linda Clarke, Director of Academic Advising Center
Fred W. Clayton, Director of Administrative Services
Lisa Cochran, Director of Continuing Education
Brandi Collins, Licensing Coordinator

Pam Cooper, Coordinator of TLF Phonathon and Activities
Will Cooper, Coordinator of Retention Services
Jana Crouch, Director of Academic Services
Ashley Daniels, Admissions Officer
Kelly Davis, Director of Alumni Relations and Tech Loyalty Fund
Shawna Davis, Target School Liaison, Upward Bound Program
Curtis Diggs, Director of ATU Degree Center at Mid-South Community College
Shauna Donnell, Assistant Vice President for Enrollment Management
Brent Drake, Director of Development Services
Josh Durey, English Language Institute Instructor
Katherine Ehemann, Associate Controller
Daniel Eshcol, International Student Advisor
Diana J. Evans, Assistant Registrar
Bryan Fisher, Director of Athletic Relations
Tommy Fields, Assistant Dean for Residence Life
Debra Fithen, Director of Corporate and Foundation Relations
Jennifer Fleming, Affirmative Action Officer
Rhonda Fleming, Assistant Registrar
Dana Florian, Director of Career Services
Shirley M. Goines, Director of Student Aid
Rebecca Gray, Director of Health Services
Veronica Jill Greenwood, English Language Institute Instructor
Brandie Griffin, Director of the College of Business College to Career Center
Jamison Hall, Associate Registrar
Jill Hendricks, Director of Upward Bound Programs
Tiffany Henry, Coordinator of TECH 1001 Program/Assistant to the Director of Academic Services
Aaron Hogan, Associate Dean for Residence Life
Brent Hogan, English Language Institute Instructor
Jessica Holloway, Project Program Manager, Purchasing
Aubrey Holt, Director of Student Life
Lindsey Ingmire, Academic Advisor
Linda Johnson, Budget and Special Programs Director
Marilyn Johnson, Business Manager and Director of Student Accounts
Aaron Jones, Coordinator of Alumni Communications and Activities
Brian Lasey, Director of Physical Plant
Steve Lawrence, Associate Dean for Student Conduct
Bruce Lazarus, Director of Project Lead the Way
Lori LeBahn, Counselor
Marika Lederman, Academic Advisor
Ellen Malito, Area Coordinator for Residence Life
Joshua McMillan, Director of Public Safety
Liz Means, Coordinator for Disability Services
Steve Milligan, Assistant Director of Computer Services for Networked Systems
Ray Moll, Associate Dean for Student Success
Julie Morgan, Assistant to the President
Dana Moseley, Director of Gift Planning
Theresa Motley, Associate Director of Computer Services for Administrative Services
Andrea Muffuletto, Admissions Officer
Courtney Mullen, Director of Graduate Support Services
Steve Mullins, Director of Athletics

Hanna Norton, Assistant Vice President for Academic Affairs
Marsha Oels, Coordinator of Veteran Services
Donna Ogle, English Language Institute Coordinator
Yasushi Onodera, Director of International and Multicultural Student Services
Christine Pacheco, Associate Registrar
Alison Parks, Coordinator of Young Alumni and Student Philanthropy
William A. Parton, Director of Library
Amy Pennington, Dean of Students
Thomas Pennington, Associate Vice President and Counsel to the President
Carrie Phillips, Director of New Media
Karen Pittman, Testing Coordinator
Chip Porter, Facility Manager, Lake Point Conference Center
Courtney Pratt, Admissions Officer
Richard Pyle, Specialty Chef, Lake Point Conference Center
Donna Rankin, Controller
Lindsey Riedmueller, Student Support Services Program Advisor
Angela Reynolds, Special Projects Coordinator, Human Resources
Tammy Rhodes-Weaver, Registrar
Karen Riddell, Coordinator of Academic Support Services
Adam Robison, Director of Professional Development Institute
Merrell E. Shoptaw, Director of Computer Services
Cara Slone, Coordinator of Student Center Operations
Paul Smith, Sports Information Director
Kevin Solomon, Associate Dean for Campus Life
Brooke Southard, Director of Payroll and Special Services
Judith Stewart-Abernathy, Director of Arkansas Tech Museum
Michael Stoker, Director of Web Strategies and Operations
Kristy Stokes, Associate Dean of Student Wellness
Heather Stout, Registered Nurse
Heather Strasner, Campus Visit Coordinator
Sam Strasner, Director of University Relations
Ryan Taylor, Coordinator of Information Services
Lianne Thompson, Assistant Director of International and Multicultural Student Services
Bruce Trefney, Executive Chef, Lake Point Conference Center
Brandi Tripp, Associate Registrar
David G. Underwood, Associate Vice President for Academic Affairs
Kao Vang, Target School Liaison, Upward Bound Program
Allison Vatzlavick, Assistant Dean for Residence Life
Gail Vaughan, Bookstore Manager
Alisa Waniewski, Coordinator of Recruitment and Academic Scholarships
Wyatt Watson, Director of Institutional Research and Assessment
Felisha Weaver, Director of Publications and Creative Services
Kenneth D. Wester, Associate Director of Computer Services for Networked Systems
Dave Wilbers, Academic Advisor
Lori Wineland, Director of Student Support Services Program
Megan Wyllia, Admissions Officer
Ernest Yang, Academic Advisor

Academic Administration

College of Applied Sciences

William C. Hoefler, Dean
Malcolm Rainey, Head of Agriculture Department
Ronald Robison, Head of Computer & Information Science Department
Sandra Smith, Head of Emergency Management Department
Pat Buford, Associate Dean of Engineering, Director of Electrical Engineering
Cathi McMahan, Head of Parks, Recreation and Hospitality Administration Department

College of Arts and Humanities

H. Micheal Tarver, Dean
Dawn M. Ward, Head of Art Department
W. Daniel Martin, Head of Behavioral Sciences Department
Carl W. Brucker, Head of English and World Languages Department
Jeffrey R. Woods, Head of History and Political Science Department
Cynthia L. Hukill, Head of Music Department
Anthony Caton, Head of Speech, Theatre & Journalism Department

College of Business

R. Edward Bashaw, Dean
Stephen Jones, Associate Dean

College of Education

Sherry Field, Dean
Chris Giroir, Head of College Student Personnel Department
David Bell, Head of Curriculum and Instruction Department
M. Annette Holeyfield, Head of Health & Physical Education Department
June Lawson, Director of Teacher Education Student Services

College of Natural and Health Sciences

Jeff W. Robertson, Dean
Charles Gagen, Head of Biological Sciences Department
Thomas Limperis, Head of Mathematics Department
Rebecca Burris, Head of Nursing Department
James Musser, Head of Physical Sciences Department

College of Professional Studies and Community Outreach

Mary Ann Rollans, Dean
Jeff Aulgur, Head of Professional Studies Department

Graduate College

Mary Gunter, Dean
Mona Chadwick, Head of Center for Leadership and Learning

Graduate Faculty

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

CHRISTINE E. AUSTIN, 2007
Associate Professor of College Student Personnel
B.A., University of Denver, 1984;
M.Ed., University of Maine, 1990;
Ph.D., University of Denver, 2007.

JIMMY BAILEY, 2010
Assistant Professor of Emergency Administration & Management
B.S., University of Tampa, 1996;
M.S., Arkansas Tech University, 2009.

GARY BARROW, 1981
Professor of Music
B.A., University of North Texas, 1969;
M.Ed., Catholic University of America, 1973;
Ph.D., University of North Texas, 1982.

LINDA C. BEAN, 2000
Associate Professor of Management and Marketing
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
Head, Department of Curriculum and Instruction
B.S., Arkansas Tech University, 1969;
M.Ed., University of Arkansas,1972;
Ed.D., University of Arkansas, 1978.

HERBERT MATT BROWN, 2008
Assistant Professor of Computer and Information Science
B.A., University of Arkansas, 1998;
M.S., University of Arkansas, 2000;
Ph.D., Nova Southeastern University, 2007.

CARL W. BRUCKER, 1984
Professor of English
Head, Department of English and World Languages
B.A., Rutgers University 1968;
M.A., Rutgers University, 1976;
Ph.D., Rutgers University, 1980.

PATRICIA S. BUFORD, 2000
Associate Professor of Electrical Engineering
Associate Dean of Engineering
B.S., Christian Brothers University, 1974;
M.S., University of Arkansas, 1985;
Ph.D., University of Arkansas at Little Rock, 2007.

ROSEMARY A. BURK, 2012
Assistant Professor of Biological Sciences
B.S., Texas Women's University, 1995;
Ph.D., University of University, 2012.

REBECCA K. BURRIS, 1991
Professor of Nursing
Head, Department of Nursing
B.S.N., Northwestern State University of Louisiana, 1978;
M.S.N., Northwestern State University of Louisiana, 1991;
Ph.D., University of Arkansas for Medical Sciences, 2000.

ALEJANDRA K. CARBALLO, 2009
Assistant Professor of English and World Languages
B.A., University of Rio Cuarto, Argentina, 1995;

M.A., University of Pennsylvania, 2000;
Ph.D., Florida State University, 2006.

TIM L. CARTER, 1998
Professor of Curriculum & Instruction
B.S., Arkansas Tech University, 1989;
M.Ed., Arkansas Tech University, 1994;
Ph.D., University of Georgia, 1998.

CARLOS CASTILLO, 2009
Assistant Professor of Electrical Engineering
B.S.E.E., University of Los Andes (Venezuela) 1991;
M.S.E.E., University of South Florida, 2003;
Ph.D., University of South Florida, 2008.

MONA CHADWICK, 2010
Associate Professor of Educational Leadership
Head, Center for Leadership and Learning
B.S., Texas Tech University, 1975;
M.S., Sul Ross University, 1996;
Ed.D., Lamar University, Ed.D.

E. URSULA CHANDLER, 1981
Professor of German
B.S., Illinois State University, 1965;
Ph.D., Northwestern University, 1981.

ERIN CLAIR, 2010
Assistant Professor of English
B.A., Case Western Reserve University, 1999;
M.A., Texas State University, 2002;
Ph.D., University of Missouri, 2007.

KEVIN C. COSTLEY, 2003
Associate Professor of Early Childhood Education
B.S., Missouri Southern State College, 1975;
M.S., Pittsburg State University, 1978;
M.A., Pittsburg State University, 2001;
Ph.D., Kansas State University, 1982.

RENE COUTURE, 2012
Assistant Professor of College Student Personnel
B.A., St. Michael's College, 1997;
M.A., Indiana State University, 2003;
Ph.D., University of Northern Colorado, 2010.

THOMAS A. DEBLACK, 1995
Professor of History & Political Sciences
B.A., Southern Methodist University, 1973;
M.S.E., Ouachita Baptist University, 1979;
Ph.D., University of Arkansas, 1995.

PAMELA D. DIXON, 2008
Assistant Professor of Counseling & Leadership
B.A., Arkansas Tech University, 1996;
M.Ed., Arkansas Tech University, 2004.

PETER A. DYKEMA, 2001
Professor of History & Political Sciences
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
Associate Professor of English
B.A., University of Mississippi, 1993;
M.A., Arkansas State University, 1995;
Ph.D., Southern Illinois University, 2005.

RUTH D. ENOCH, 2004
Associate Professor of Mathematics
B.A., Vanderbilt University, 1974;

M.S., University of Iowa, 1975;
Ph.D., Purdue University, 2004.

DAVID J. ESHELMAN, 2006
Associate Professor of Speech, Theatre & Journalism
B.A., Case Western Reserve University, 1999;
M.F.A., University of Texas at Austin, 2002;
Ph.D., University of Missouri at Columbia, 2006.

ROGER FANG, 2001
Associate 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.

JOSHUA FISHER, 2011
Assistant Professor of Art
B.S., Middlebury College, 2000;
M.S., University of Georgia, 2004;
Ph.D., University of Iowa, 2009.

ROBERT FITHEN, 1998
Associate Professor of Mechanical Engineering
B.S., Louisiana Tech University, 1984;
M.S., Texas A&M University, 1987;
Ph.D., Virginia Tech University, 1993.

ROBERT F. FRASIER, 2003
Associate Professor of Mechanical Engineering
B.S., University of Texas at El Paso, 1987;
M.S., University of Washington, 1989;
Ph.D., Washington State University, 1996.

CHARLES J. GAGEN, 1990
Professor of Biological Sciences
Head, Department of Biological Sciences
B.S., University of Tennessee at Martin, 1983;
M.S., Pennsylvania State University, 1986;
Ph.D., Pennsylvania State University, 1990.

MICHAEL GARNER, 2006
Assistant Professor of Emergency Management
B.S., University of Arkansas at Monticello, 1978;
M.A., University of Arkansas, 1998;
Ph.D., University of Arkansas, 2001.

PAOLA GEMME, 2001
Associate Professor of English
B.A., University of Genoa, 1989;
Ph.D., Pennsylvania State University, 1998.

CHRISTOPHER GIROIR, 2008
Associate Professor of College Student Personnel
Head, Department of College Student Personnel
B.A., McNeese State University, 1997;
M.A., Northwestern State University, 1999;
Ph.D., University of Southern Mississippi, 2006.

JULIA H. GIST, 2010
Assistant Professor of Nursing
B.S.N., Harding University, 1983;
M.S., Texas Woman's University, 1992;
Ph.D., Texas Woman's University, 2000.

DIANE GLEASON, 2009
Associate Professor of History and Political Sciences
B.A., Arkansas Tech University, 1970;
M.A., University of Arkansas, 1975;
Ph.D., University of Arkansas, 1997.

ELIZABETH GRAY, 2005
Associate Professor of Emergency Administration & 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.

CARL E. GRECO, 2001
Professor of Electrical Engineering
B.S., Louisiana Tech University, 1967;
M.S., Rice University, 1974;
Ph.D., Rice University, 1976.

MARY B. GUNTER, 1998
Professor of Educational Leadership
Dean of Graduate College
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.

WAYNE A. HELMER, 1998
Professor of Mechanical Engineering
B.S., University of Dayton, 1966;
M.S., University of Arizona, 1968;
Ph.D., Purdue University, 1974.

JENNIFER E. HELMS, 1993
Professor of Nursing
B.S.N., Harding University, 1986;
M.S.N., University of Missouri at Kansas City, 1992;
Ph.D., University of Arkansas for Medical Sciences, 2006.

DAVID HOELZEMAN, 2000
Associate Professor of Computer and Information Science
B.S., University of Central Arkansas, 1988;
Ph.D., Louisiana State University, 1993.

EMILY HOFFMAN, 2010
Assistant Professor of English
B.A., University of Kansas, 1999;
M.A., University of Kansas, 2002;
Ph.D., Oklahoma State University, 2009.

M. ANNETTE HOLEYFIELD, 1985
Professor of Physical Education
Head, Department of Health and Physical Education
B.S., Arkansas Tech University, 1976;
M.Ed., Arkansas Tech University, 1977;
Ph.D., University of Arkansas, 1997.

SEAN T. HUSS, 2005
Associate Professor of Sociology
B.A., University of Arkansas at Little Rock, 1995;
M.A., University of Tennessee, 1998;
Ph.D., University of Tennessee, 2006.

MOHAMED IBRAHIM, 2011
Assistant Professor of Curriculum Instruction
B.A., Cairo University, 1984;
M.A., Munich University, 1994;
M.A., Oklahoma State University, 1997;
Ph.D., Oklahoma State University, 2011.

RICHARD A. IHDE, 2004
Associate Professor of Emergency Management
B.A., Arkansas Tech University, 1997;
M.Ed., Arkansas Tech University, 2001;
Ed.D., Nova Southeastern University, 2008.

JOHN R. JACKSON, 2003
Associate Professor of Biological Sciences
B.S., Michigan State University, 1983;
M.S., Mississippi State University, 1987;
Ph.D., Mississippi State University, 1996.

LINDA JACKSON, 2010
Instructor of College Student Personnel
B.A., Idaho State University, 1989;
M.Coun., Idaho State University, 1992;
M.S., Arkansas Tech University, 2006.

SHELIA JACKSON, 1998
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
Professor of History and Political Sciences
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.

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.

JAN KALLBERG, 1994
Assistant Professor of Emergency Management
J.D./LL.M, Stockholm University, 1997;
M.S., University of Texas, 2009;
Ph.D., University of Texas, 2011.

CHRISTOPHER J. KELLNER, 1991
Professor of Wildlife Science
B.S., University of California at Berkeley, 1978;
M.S., Eastern Kentucky University, 1985;
Ph.D., University of Arkansas, 1990.

JOHN L. KROHN, 1991
Professor of Mechanical Engineering
B.S.M.E., University of Arkansas, 1981;
M.S.M.E., University of Arkansas, 1983;
Ph.D., Texas A & M University, 1992;
P.E.

PAUL S. LAKE, 1981
Professor of English
B.S., Towson State University, 1975;
M.S., Stanford University, 1979.

ROBIN C. LASEY, 2004
Associate Professor of Chemistry
B.S., University of Missouri-Rolla, 1994;
Ph.D., Bowling Green State University, 2002.

SANGKI LEE, 2008
Assistant Professor of Journalism
B.A., Sogang University, 1997;
M.A., Sogang University, 1999;
M.A., Michigan State University, 2002;
Ph.D., Pennsylvania State University, 2007.

JUNG-UK LIM, 2011
Assistant Professor of Electrical Engineering
B.S., Hanyang University, 1997;
M.S., Seoul National University, 1998;
Ph.D., Seoul National University, 2002.

STANLEY D. LOMBARDO, 1977
Professor of English
B.A., State University of New York at Buffalo, 1970;
Ph.D., Indiana University, 1976.

ERIC LOVELY, 2002
Associate Professor of Biological Sciences
B.S., Bloomsberg University, 1992;
M.S., University of New Hampshire, 1995;
Ph.D., University of New Hampshire, 1999.

W. DANIEL MARTIN, 2000
Associate Professor of Sociology
Head, Department of Behavioral Sciences
B.S., University of Central Arkansas, 1989;
M.S., University of Central Arkansas, 1992;
Ph.D., Oklahoma State University, 1996.

JERRY MAYO, 2010
Associate Professor of Health and Physical Education
B.A., Arkansas State University, 1991;
M.S., Arkansas State University, 1993;
M.S., University of Central Arkansas, 2007.

AARON MCARTHUR, 2012
Assistant Professor of History & Political Sciences
B.A., Arkansas Tech University, 2003;
M.A., University of Nevada, 2005;
Ph.D., University of Nevada, 2012.

TERRI J. MCKOWN, 2004
Associate Professor of Nursing
B.S.N., Arkansas Tech University, 1991;
M.S.N., University of Central Arkansas, 2000;
D.N.P., University of Tennessee, 2009.

DAVID MIDDLETON, 1998
Professor of Computer & Information Science
B.S., University of Sydney, 1979;
PhD., University of North Carolina, 1986.

JEFFREY A. MITCHELL, 1994
Professor of Philosophy
B.A., Whitman College, 1986;
M.A., Vanderbilt University, 1990;
Ph.D., Vanderbilt University, 1993.

JOHNETTE MOODY, 1997
Associate Professor of Computer and Information Science
B.S., Arkansas Tech University, 1994;
M.Ed., Arkansas Tech University, 1996;
D.B.A., Argosy University, 2006.

LARRY J. MORELL, 1998
Professor of Computer and Information Science
B.A., Duke University, 1974;
M.S., Rutgers University, 1976;
Ph.D., University of Maryland, 1983.

JAMES L. MOSES, 1999
Professor of History & Political Sciences
B.A., Louisiana State University, 1986;
M.A., University of New Hampshire, 1989;
Ph.D., Tulane University, 1997.

CAROLYN NEEL, 2011
Assistant Professor of History & Political Sciences
B.A., University of North Texas, 1997;
M.A., University of Hawaii, 2000;
Ph.D., University of Hawaii, 2006.

NOBUYUKI NEZU, 2001
Associate Professor of Computer and Information Science
B.S., Gakushuin University, 1991;
M.S., Oklahoma City University, 1993;
Ph.D., Oklahoma State University, 1999.

HANNA E. NORTON, 2001
Professor of Journalism
Assistant Vice President for Academic Affairs
A.B.J., University of Georgia, 1994;
M.A., University of Georgia, 1998;
Ph.D., University of Georgia, 2001.

THOMAS E. NUPP, 1997
Professor of Biological Sciences
B.S., The Pennsylvania State University, 1987;
M.S., Auburn University, 1992;
Ph.D., Purdue University, 1997.

DAVID M. OSBURN, 2000
Associate Professor of Behavioral Sciences
B.A., University of Arizona, 1979;
M.Ed., Wichita State University, 1987;
M.A., Wichita State University, 1999;
Ph.D., Wichita State University, 2000.

JACKIE L. PAXTON, 2005
Professor of Early Childhood Education
A.A., Westark Community College, 1976;
B.S.E., University of Central Arkansas, 1978;
M.S.E., University of Central Arkansas, 1979;
Ed.D., University of Arkansas, 1990.

JEFFREY V. PEARSON, 2011
Assistant Professor of History & Political Sciences
B.A., Indiana University, 1998;
M.A., University of New Mexico, 2001;
Ed.D., University of New Mexico, 2011.

ROCKIE PEDERSON, 2011
Associate Professor of Heath & Physical Education
B.S., Henderson State University, 1979;
M.S., Henderson State University, 1980;
Ph.D., Texas Women's University, 2000.

THOMAS W. PENNINGTON, 1995
Assistant Professor
Associate Vice President and Counsel to the President
B.S., Arkansas Tech University, 1990;
J.D., University of Arkansas, 1993.

STEPHANIE PEPPER, 2010
Assistant Professor of Early Childhood Education
B.M.E., Delta State University, 1973;
M.Ed., University of Mississippi, 1998;
Ed.S., University of Mississippi, 2001;
Ed.D., University of Mississippi, 2007.

SUSAN POZNAR, 1993
Professor of English
B.A., Brandeis University, 1980;
M.A., Duke University, 1982;
Ph.D., Duke University, 1989.

NELSON R. RAMÍREZ, 2006
Associate Professor of Spanish
B.A., University of California, Berkeley, 1997;
M.A., University of California, Berkeley, 1999;
Ph.D., University of California, Berkeley, 2005.

WILLIAM REEDER, 2010
Assistant Professor of Speech, Theatre and Journalism
B.A., Arkansas Tech University, 1996;
M.A, Arkansas Tech University, 2002.

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
Professor of History and Political Sciences
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
Professor of Astrophysics
Dean, College of Natural and Health Sciences
Director of Astronomical Observatory
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
Head, Department 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.

MICHAEL T. ROGERS, 2007
Associate Professor of History & Political Sciences
B.A., Wabash College, 1995;
M.A., University at Albany-SUNY, 1999,
Ph.D., University at Albany-SUNY, 2005.

REGINA ST. JOHN, 2006
Associate Professor of English
B.A., University of Arkansas at Monticello, 1993;
M.A., Arkansas State University, 1994;
Ph.D., Ball State University, 2004.

JULIE M. SCHLUTERMAN, 2007
Associate Professor of Behavioral Sciences
B.S., Arkansas Tech University, 1997;
M.S., University of Tennessee, 2002;
PhD., University of Tennessee, 2007.

CORY SHAMAN, 2006
Associate Professor of English
B.A., Mississippi State University, 1992;
M.A., University of Mississippi, 1997;
Ph.D., University of Mississippi, 2007.

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.

CHERYL S. SMITH, 1992
Professor of Nursing
B.S.N., University of Southern Alabama, 1983;
M.S., University of Southern Mississippi, 1990;
Ph.D., University of Arkansas for Medical Sciences, 2006.

MONTY SMITH, 2010
Assistant Professor of Mechanical Engineering
B.S., Texas A&M, 1987;
M.S., Purdue University, 1990;
Ph.D., Purdue University, 1997.

SANDRA SMITH, 2011
Associate Professor of Emergency Management

Head, Department of Emergency Management
B.S.N., Duke University, 1981;
M.S.N., University of Central Arkansas, 1999;
Ph.D., Loyola University, 2005.

V. CAROLE SMITH, 2004
Associate 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, 1986.

DARLA SPARACINO, 1993
Associate Professor of Biological Sciences
B.S., Arkansas Tech University, 1989;
M.A., Arkansas Tech University, 2012.

MATT STEPHEN, 2011
Assistant Professor of Educational Leadership
B.S., Texas Tech University, 1979;
M.S., Tarleton State University, 1984;
Ph.D., Tarleton State University, 2007.

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.

JAMES STEUBER, 2008
Assistant Professor of Mechanical Engineering
B.S., Arkansas Tech University, 2001;
M.S., Texas A & M University, 2007;
Ph.D., Texas A & M University, 2009.

JOSEPH N. STOECKEL, 1992
Professor of Biological Sciences
Director, Fisheries and Wildlife Science 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.

H. MICHEAL TARVER, 2002
Professor of History
Dean, College of Arts and Humanities
B.G.S., 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
Professor of Management and Marketing
B.S., Arkansas Tech University, 1980;
M.B.A., University of Arkansas, 1987;
Ph.D., University of North Texas, 1997.

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

RACHEL URBANEK, 2012
Assistant Professor of Biological Sciences
B.A., Penn State University, 2005;
Ph.D., Southern Illinois University, 2012.

THOMAS A. VAUGHN, 2003
Associate Professor of Speech, Theatre and Journalism
B.A., University of Arkansas, 1990;
M.A., University of Arkansas, 1992;
Ph.D., Indiana University, 1998.

LYNN WALSH, 2010
Associate Professor of Secondary Education
B.S.E., Indiana University, 1974;
M.A., University of Houston, 1980;
Ed.D., Baylor University, 2001.

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.

JASON E. WARNICK, 2006
Associate Professor of Behavioral Sciences
B.A./B.S., Arkansas State University, 2002;
M.A., University of Mississippi, 2004;
Ph.D., University of Mississippi, 2006.

HELGA WENDELBERGER, 2008
Assistant Professor of English
B.A., University of Georgia, 2002;
Ph.D., University of Georgia, 2006.

DONNA R. WHITE, 2001
Professor of English
B.A., Arkansas Tech University, 1976;
M.A., University of Texas, 1983;
Ph.D., University of Minnesota, 1991.

MELINDA A. WILKINS, 1988
Professor of Health Information Management
Director of Health Information Management
B.S., Southwestern Oklahoma State University, 1983;
M.Ed., Southwestern Oklahoma State University, 1988;
Ph.D., Capella University, 2008.

MATTHEW WILLIAMS, 2010
Assistant Professor of English
B.A., Hampshire College, 1999;
M.A., CUNY City College, 2005;
Ph.D., CUNY City College, 2008.

PENNY P. WILLMERING, 1999
Professor of Behavioral Sciences
B.S.Ed., University of Missouri-Columbia, 1979;
M.A., Southern Illinois University, 1986;
Ph.D., University of Madison-Wisconsin, 1999.

DEBORAH WILSON, 1992
Professor of English
B.A., Louisiana Tech University, 1974;
M.Ed., Mississippi College, 1982;
Ph.D., Louisiana State University, 1991.

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
Professor of History & Political Sciences
Head, Department of History & Political Science
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.

TSUNEMI YAMASHITA, 1990
Associate Professor of Biological Sciences
B.A., Hendrix College, 1985;
Ph.D., Vanderbilt University, 1993.

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.

Arkansas Tech University's Lake Point Conference Center is located west of Russellville and is home to the College of Professional Studies and Community Outreach and offers both credit and non-credit programs. Adjacent to Lake Point Conference Center is the Center for Leadership and Learning, a part of the Graduate College, where graduate degrees in school leadership are offered. The Center for Leadership and Learning serves as an outreach to public schools of the area. Lake Point is nestled on Lake Dardanelle in a beautiful wooded setting and offers private guest rooms, elegant and casual food service, unique amenities and spectacular views from every building. Lake Point Conference Center can accommodate a wide variety of meetings, training, conferences, retreats, as well as business and social functions.

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. Arkansas 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.

History

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 located 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 work 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 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 increasing 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 first offered by Arkansas Tech in the summer of 1975.

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. In 1997, the School of Community Education and Professional Development was established. As part of ongoing efforts in strategic planning and a recognition of the growth and scope of the institution and its programs, the schools were renamed in 2009: College of Business, College of Education, College of Arts and Humanities, College of Natural and Health Sciences, College of Applied Sciences, and College of Professional Studies and Community Outreach.

University Vision Statement

The vision of Arkansas Tech University is to be a student-centered university of choice.

University Mission Statement (adopted February 28, 2008)

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Graduate College Vision & Mission Statement (adopted May 2010)

The vision of the Graduate College of Arkansas Tech University is to empower through advanced degrees to meet the demands of a global society through intellectual inquiry, scholarly attainment, artistic endeavors and creative pursuits within the across disiplines.

The mission of the Graduate College of Arkansas Tech University is to encourage a diversity of ideas in a climate of academic freedom and integrity. Advanced degrees are designed to complement and enhance undergraduate programs. The Graduate College strives as an advocate for graduate study. The Graduate College serves to nurture and preserve academic excellence by taking the lead in shaping policy and assisting faculty in guiding and mentoring graduate students in becoming accomplished and ethical scholars, researchers and practitioners in their discipline.

Purpose of Graduate Program

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, Master of Science in Nursing, Master of Engineering, and Educational Specialist in Educational Leadership.

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, and Physical Education.

The Educational Specialist degree in Educational Leadership prepares school leaders for district level leadership positions and leads to district 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, Teaching Early Childhood/Middle or Secondary, 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 their 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 Health Informatics (MSHI) is a specialized program of study to serve the increasing workforce needs in the area of health information technology. The curriculum utilizes a multidisciplinary approach to include health care delivery concepts coupled with information technology in a changing environment.

The Master of Science in Information Technology provides for education in technology information management. This program has two options: (1) Computer-Based Instructional Technology in educational settings and (2) Information Technology in business settings.

The Master of Science in Psychology program is designed to provide advanced students with sufficient breadth and depth to function in a variety of professional environments.

The Master of Engineering program is designed to provide for advanced study and opportunities in project management and team leader positions. The Master of Engineering has concentration areas in Electrical, Nuclear, and Mechanical Engineering.

The Master of Science in Nursing program is designed to provide advanced study for nurses in the area of administration & emergency management.

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 Graduate College Dean 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 is located on a tract of 533 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, expanded in 2009, provides instructional space and state of the art laboratories for engineering, computer science, and mathematics. McEver Hall, renovated and expanded in 2010, provides specialized classrooms and labs for Biological and Physical Sciences. Norman Hall, which was completed in 2007, houses the Department of Art and contains a gallery and specialized classrooms. Rothwell Hall houses Academic Advising, College of Business offices and classrooms, a trading room with a live Stock Market Ticker and Video Display

Wall, and the Arkansas Small Business and Technology Development Center. Rothwell Hall was not only completed in Arkansas Tech's 100th year of operation (2009), but is also Tech's 100th building.

The College of Professional Studies and Community Outreach is located at our Lake Point Conference Center which was acquired by Tech in 2006. The Center for Leadership and Learning, an academic facililty acquired in 2009, is directly across from the Lake Point Conference Center, on Highway 333.

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. The Witherspoon Arts and Humanities Building has a modern auditorium with a seating capacity of 742. The L.L. "Doc" Bryan Student Services Center constitutes the main facility for student services, student government, publications, and indoor recreational activities. The Arkansas Tech Museum, located in the Techionery Building, 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 1,195,000 items, including: 168,000 print volumes; 895,000 microforms; 115,000 government documents; 13,000 multimedia items; and 825 periodical subscriptions. Among these holdings are extensive back files 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 140 electronic databases covering most subjects are accessible from the library and over the Internet through the Tech home page at http://library.atu.edu. Assistance in the retrieval and use of materials is provided by seven professional librarians, nine paraprofessional staff, and a number of part-time employees. Librarian-mediated instruction and 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 97 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, ten group study rooms, satellite downlink, cable TV connections, 135 publicly accessible computers, 132 lab computers, about 400 data drops for laptop computers, and access to the Tech wireless network.

Fees and Charges

Tuition and Fees

Resident -- per credit hour[1]	$215
Non-resident -- per credit hour[1,2]	430
Technology fee (required each semester or term)	130
Technology equipment fee (required each semester or term)	10
Assessment fee (required each semester or term)	12
Transcript fee (required each semester or term)	7
Instructional support fee (per credit hour)	5
Strategic Facilities Initiative fee (per credit hour)	10
Student support fee (per credit hour)	2
Student communication fee (per credit hour)	2
Health and Wellness Fee (per credit hour)	1

[1]Up to 13.00 (26.00 for out of state students) per credit hour of the tuition fee will be allocated to athletics.
[2] Information concerning residence status may be obtained from the Registrar's Office, Doc Bryan Student Services Center, Suite 153 (479) 968-0272.

Course Fees

Certain courses may also have fees attached. See individual course descriptions to determine whether a course fee is applicable.

International Student Service Fee

Per semester (fall/spring)	$30
Per summer term (five-week)	15
Per mini-term	10

Residence Hall Board Charges (Each Fall and Spring Semesters)

19 meal-per-week plan (Plan A)	$1,143
15 meal-per-week + $200 Declining Balance Dollars (Plan B)	1,286
165 meals + $200 Declining Balance Dollars (Plan C)	1,221
145 meals + $230 Declining Balance Dollars (Plan D)	1,221
106 meals + $250 Declining Balance Dollars (Plan E)	1,189
65 meals per semester plus $100 Declining Balance Dollars- Commuter Plan (Plan F)	480

Residence Hall Room Charges

Baswell, Paine, South Hall, Nutt Hall and Stadium Suite-Doubles	$1,846
Jones, Roush, and Tucker Halls	1,537
Brown, Caraway, Critz/Hughes, Turner and Wilson Halls	1,358
Vista Place	2,246
Stadium Suites & Nutt Hall Singles	2,246
Tucker Single	1,937
Wilson Single	1,758

University Commons Apartments

2 bedroom apartments (Each Fall and Spring Semesters)	$2,999
4 bedroom apartments (Each Fall and Spring Semesters)	2,413

Eastgate Apartments

1 bedroom apartments	1,962
2 bedroom apartments	2,200

Other Fees and Charges

Late registration fee	$25
Adding/dropping courses	10
Distance learning/Mixed Technology fee (per credit hour assessed on all distance learning/mixed technology courses)	5
Returned check	10
Replacement of ID card	25
Post Office box rent: Per Semester (Fall/Spring)	15
Post Office box rent: Per Summer Term	7.50
Auto registration	30

Parking fees and fines (see Traffic Regulations)
(All students parking on campus must have a parking permit)

Food and Housing (Subject to changes as necessary)

Graduate students are eligible to live in residence halls. Graduate students must carry a minimum of six (6) graduate hours. 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, Bas-Tech, and Convenience Store.

Residence halls are closed between fall and spring semesters. However, residents may remain in the residence halls during this period provided they submit proper paperwork to the Office of Residential Life to gain approval. There will be an additional cost for residents approved to remain in the residence halls over this break period. Residents may remain in the residence halls during all other breaks, provided they notify the residence hall staff of their intentions prior to the break period.

All applicants for housing who are 25 years of age on or before October 1 of the academic year, will be required to meet with either the Director of Housing or the Dean of Students, in order to determine if it is in the best interest of the community and the individual for them to reside in housing designed for traditional age college students. Based on this meeting the Director of Housing or Dean of Students will recommend to the Vice President for Student Services to either not accept the housing application or to provide housing for the applicant in alternative campus owned housing.

Payment of Accounts

Tuition and all other fees and charges, including at least one-fourth of 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 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://stuaccts.atu.edu. Registration is not complete until all financial obligations have been met satisfactorily. Failure to make financial settlement will result in cancellation of the class schedule.

Monthly billing statements are electronic. Near the first of each month, notification and information for access will be provided to students via the individual student e-mail address and online at http://stuaccts.atu.edu. Students are responsible for accessing billing statements and printing a paper copy if desired. In addition, paper copies are mailed twice yearly shortly before the beginning of the fall and spring terms. Students registering between billing cycles are responsible for accessing their charges online or contacting Student Accounts to insure making correct payment by the required due date. Payment is due even if billing statement is not received. 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.

Important Information for Reduction of Tuition and Fees for Official Withdrawal

The following reduction information **specifically** addresses courses that begin and end with the main term dates for Spring, Summer I, Summer II and Fall, as listed in the Academic Calendar. Courses with beginning and/or ending dates that are different than the main terms listed above may have different reduction periods. It is the students' responsibility to consult the Student Accounts or Registrar's Office for these reduction dates prior to withdrawing.

In the event a student is receiving student 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 point of the semester. Aid accounts will be refunded in the following order up to the amount of the original disbursement: Federal Direct Loan Programs, Federal Perkins Loan Program, Federal Direct PLUS Loan Program, Federal Pell Grant Program, Federal SEOG 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 to register for additional courses until the required payments are made.

Reduction of Tuition and Fees for Official Withdrawal - Summer Semesters

Students registering for a summer semester, but officially withdrawing from the courses by the end of the second day of the summer semester, as listed in the “Academic Calendar” will receive a 100 percent reduction of tuition and fees. Students registering for a summer semester, but 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” 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 of fees will be made after the second day of the semester.

Reduction of Tuition and Fees for Official Withdrawal - Spring and Fall Semesters

Students registering for the fall or spring semester but officially withdrawing from the University by the end of the fifth day of the semester, as listed in the “Academic Calendar”, 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 fifth day of the semester.

Mini-terms and courses with unusual beginning and ending dates may have different reduction dates. It is the students' responsibility to verify dates with Student Accounts or the Registrars' Office prior to withdrawing.

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 Direct Unsubsidized and Direct PLUS Loan Programs, which provide 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 must submit a Free Application for Federal Student Aid at www.fafsa.gov.

Additional information may be obtained at http://www.atu.edu/finaid/ or by e-mail at fa.help@atu.edu. Priority deadlines are April 1 for summer, April 15 for fall, and November 1 for spring.)

In addition to general requirements listed in the financial aid academic policy located at http://www.atu.edu/finaid/docs/Academic_Policy.pdf, graduate students receiving federally funded financial aid must meet the conditions listed below in order to remain eligible for financial aid:

1. Students must earn 67% of hours attempted. Therefore, a student who enrolls in nine (9) hours must pass six (6) hours to attain the 67%. If only three (hours are passed the percentage is 33 and the student is ineligible for aid.
2. Students must maintain a cumulative 3.0 GPA on graduate courses.
3. Students must complete the degree by the end of 54 attempted hours.

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 Graduate College webpage. Applications can be found online at http://www.atu.edu/gradcollege/forms/ga_form1.htm. The Graduate College will accept and forward all applications for assistantships to the appropriate program director or supervisor. Available assistantships will be posted and updated accordingly throughout the academic year. Student inquiries regarding specific positions should be directed to the Graduate College. Additionally, it is the responsibility of the applicant to pursue possible positions through the Graduate College and posted openings.

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 (9) (hours and a

minimum of six hours of course work per semester. During each summer term, the student may take a maximum of four (4) hours and a minimum of three (3) hours. Total tuition waivers for a graduate assistant may not exceed 18 hours for one academic year. Exceptions may be made upon the approval of the appropriate program director and the Graduate College Dean. 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.

A student may have a graduate assistantship award for four (4) semesters if they meet the Graduate College eligibility guidelines and receive continued departmental approval. A Program Director may appeal for one (1) extra semester by providing detailed written justification to the Graduate Dean.

Out-of-State Residence Status for Tuition and Fee purposes

All graduate students classified as “out-of-state” must pay out-of-state tuition as shown in the section entitled “Fees and Charges.”

All graduate students who are legal residents of states which are contiguous to Arkansas (specifically, Louisiana, Mississippi, Missouri, Oklahoma, Tennessee, or Texas) shall receive a waiver of out-of-state tuition charges.

A student from outside of Arkansas entitled to be treated as an instate student for fee purposes should complete an “Application for Residency Classification as Instate Domiciliary” and supply evidence to that effect.

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.

Jimmie Hartman Hoover) Memorial 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 College.

Rexann Oller International Studies Scholarship

The Rexann Oller International Studies Scholarship will be awarded each year to a student who shows academic achievement in international affairs and/or strong background and interest in international relations. This scholarship is open to all Arkansas Tech undergraduate and graduate students who have a minimum GPA of 3.0. Preference will be given to students with demonstrated financial need. Recipients of other tuition scholarships are not eligible to apply. Application deadline is March 15. Please contact the Office of International and Multicultural Student Services for full application requirements.

Tate C. “Piney” Page Memorial Athletic 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.

Lambert Resimont Scholarship

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.

John Rollow Memorial Fund

Established as a tribute to John Rollow to assist non-traditional students in English and Creative Writing with tuition expenses. This scholarship is open to any non-traditional undergraduate or graduate student with demonstrated financial need and a cumulative grade point average of 2.5 or better. Application should be made to the Department of English.

John E. Tucker Memorial 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.

Jim Ed McGee Graduate Honors Award

The Jim Ed McGee Graduate Honors Award was instituted to recognize one Arkansas Tech University graduate each year.

ELIGIBILITY
Individuals who graduated in May or December are eligible to apply by April 1st of the year following their graduation.

CRITERIA FOR SELECTION

- Minimum 3.75 cumulative graduate grade point average
- Résumé
- Advisor nomination letter and two (2) other professional recommendation letters
- Applicant submission of 500 word narrative including the following information:
    - Outline of current position and description of the impact the applicants degree had on current position
    - Description of major accomplishment in degree work and current position; supporting document(s) as evidence of accomplishment may be attached
    - Description of the applicants continued involvement/contribution to Arkansas Tech University

NOMINATION
Student must be nominated by their faculty advisor. A letter of nomination must accompany the packet submitted to the Graduate College.

SELECTION
A panel of reviewers, consisting of the Graduate Director of Support Services, two (2) graduate faculty members, and the last year's Jim Ed McGee Award recipient will review the candidates for the Jim Ed McGee Graduate Honor Award. The panel will rate the candidate applicants based on the award selection criteria.
*A personal interview may be required.

AWARD PRESENTATION
The Jim Ed McGee Graduate Honors Award recipient will receive a personal plaque presented at a reception hosted by the Graduate Council. Additionally, his/her name will be inscribed on the Jim Ed McGee Graduate Honor Award Plaque for permanent display in the Graduate College.

Angelo and Rosa Denova Graduate History Award

The recipient of this award will be selected by a History Department Paper Prize Award Committee. It is open to any student enrolled in a graduate History course at Arkansas Tech, regardless of major, during the current award cycle. Students should submit a scholarly paper written during the current award cycle in a History class at Arkansas Tech. Specific Submission Guidelines are available from Department of History and Political Science.

Services for Students

International and Multicultural Student Services

The International and Multicultural Student Services Office 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. American college students play a vital role in this process by volunteering to serve as mentors to new international students through the Global Connect program.

Several established student organizations receive support from the International and Multicultural Student Services Office, including the Black Student Association, the Chinese Student Association, the Hispanic Student Association, the Indian Student Association, the Association for Cultural Interaction, and the Japanese Student Organization. Working together, programs are developed and sponsored throughout the year to educate faculty, staff, and students regarding international and 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, Tomlinson Room 029, Arkansas Tech University, Russellville, Arkansas 72801, USA

English Language Institute

The mission of the ATU English Language Institute (ELI) is to provide classes that assist non-native speakers of English in developing the English language skills necessary to successfully pursue academic work in a United States college or university. The ELI accomplishes the mission by delivering non-credit English as a Second Language (ESL) academic reading, writing, and speaking and note-taking instruction for English language deficient students. While the ELI is an integral part of the Office of International and Multicultural Student Services, it welcomes students from diverse backgrounds whether international or U.S. resident. Additional information may be obtained by calling (479) 964-3272, faxing (479) 880-2039, or writing to the Coordinator of the English Language Institute, Tomlinson Room 029, Arkansas Tech University, Russellville, Arkansas 72801, U.S.A.

Veterans Benefits

Arkansas Tech University is approved by the State Approving Agency for Veterans as a school (college, university, etc.) whereby veterans and dependents of deceased or disabled veterans may obtain subsistence while working toward a degree. Eligible students should contact the Office of Veteran Services to obtain information regarding school attendance under the following program: Title 38, Chapter 30, Montgomery GI Bill for Veterans; Title 38, Chapter 32, Veterans Educational Assistance Program (VEAP); Title 38, Chapter 33, Post-9/11 GI Bill; Title 38, Chapter 35, Survivors and Dependents Education; Title 10, Chapter 1606, Montgomery GI Bill for Selective Reserves; and Title 10, Chapter 1607, Reserve Educational Assistance Program.

All students must be working toward a degree and should follow the curriculum outline for their objectives, since only specific courses may be applied toward VA certification and graduation. Veterans may be given placement credit for prior military training. The Office of Veteran Services is available to assist students concerning VA benefits. The Office of Veteran Services is located in the Doc Bryan Student Services Center, Office 163.

Enrollment certification will not be sent to the Department of Veteran's Affairs until transcripts are on file and the person applying for veteran's benefits has been admitted to the University.

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 3rd class day. The following conditions will apply:

1. You need your cash register receipt and Tech ID.
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 new price 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. Select textbooks not bought at the campus bookstore may have less value than 50% of the new price. Textbooks with a new edition pending may be bought back at less than 50% of new price. 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 emailing bvaughan@atu.edu.

Traffic Regulations

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.

Health and Wellness Center

Recognizing that optimum health is essential to effective learning, the university maintains health services available to all students. The Health and Wellness Center, located in Dean Hall Room 126 (entrance on north side of the building), provides confidential treatment of minor injuries and illnesses through a well-equipped facility and within the scope and practice of the registered nurse and nurse practitioner who staff the center full-time. The nurses make appropriate referrals to local health care providers when necessary.

The university assumes no financial responsibility for student care other than that provided by the Health and Wellness Center. Students are urged to carry their own health insurance.

In addition to clinical services, a wide range of health promotion and educational programs are provided in a variety of campus settings.

Patient Hours are Monday-Friday, 8:30 am-4:30 pm. Students are encouraged to make appointments but walk-ins are welcome. The Health and Wellness Center staff can be contacted by phone at 479-968-0329, email at hwc@atu.edu or online at www.atu.edu/hwc.

Student Accident and Health Insurance

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. Students may contact the Health and Wellness Center for more information. 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 with disabilities. Students with a disability 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. Tech does assume responsibility for modifying campus facilities and procedures to accommodate individual needs where reasonable, and without posing an undue hardship on the university.

Services arranged through the Coordinator of Disability Services include consideration of classroom and building accessibility, planning for adequate travel time between classes, ability to record classroom lectures, additional time for testing, and similar types of accommodations. Per individual needs, students who may require academic support are encouraged to utilize the various departmental tutorial laboratories as well as the Student Success Tutoring Center.

Tech is subject to and endorses both the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The Coordinator of Disabilities Services is responsible for the coordination and provision of services and accommodations for students with disabilities. The Coordinator is located in Doc Bryan and may be contacted by calling 479-968-0302 (phone), 479-964-3290 (TTY), 479-998-0375 (fax) or by email at emeans@atu.edu.

University Testing Center

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

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 online. Tests that will allow an individual to earn college credit by attaining the qualifying score established by Arkansas Tech University are also administered and include Advanced College Placement (AP), College Level Examination Program (CLEP), National League for Nursing (NLN) and Arkansas Tech examinations. Tests that require payment must be paid in advance at Student Accounts located in the Doc Bryan Student Services Building.

The University Testing Center is located in Suite 103 of Bryan Hall and may be reached via (479) 968-0302 (Phone), (479) 968-0375 (Fax). For additional information, students may visit http://www.atu.edu/testing.shtml

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 WonderLink via the Career Service website www.atu.edu/career/, including cover letters, resumes, campus recruiting schedules, information sessions, etc. The center hosts and maintains a computerized career interest inventory, called “Focus 2,” which may be accessed online. Services provided to ALL classifications of students and alumni include 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 WonderLink.

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://www.atu.edu/career/, by calling (479) 968-0278, or writing to ATU, Norman Career Services, Doc Bryan Student Services Center, Suite 229, Russellville, AR, 72801.

Academic Information

Admission to Graduate College

Dr. Mary B. Gunter, Dean
Tomlinson Hall, Room 113
Phone: (479) 968-0398
Fax: (479) 964-0542

Individuals who meet the admission requirements listed below may apply to Arkansas Tech University. The University reserves the right to reject the application of any individual. Every student must file an application for admission. An application for admission to graduate study may be obtained by contacting the Graduate College or going online to http://www.atu.edu/gradcollege/. 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 (2) weeks in advance of the initial date of enrollment. Applicants for admission must submit a completed application form and request from the college or university granting their bachelor's degree an official transcript be sent directly to the Graduate College.

Detailed information regarding graduate student admissions may be obtained by contacting: Graduate College, 1507 North Boulder Avenue, Tomlinson 113, Russellville, AR 72801. Phone (479) 968-0398, fax (479) 964-0542, or go online to http://www.atu.edu/gradcollege/.

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 (1) semester; applicants who do not enroll during the semester in which they applied will be required to reapply for admission. Admission to graduate study does not imply admission to a specific program or to candidacy for a degree.

Tech will provide equal opportunity in admission to all persons. This applies to all phases of the admission process. Any demographic information collected through the Admission Application is on a voluntary basis and is to be used in a nondiscriminatory manner consistent with applicable civil rights laws for reporting and statistical purposes only and cannot affect eligibility for admission.

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.

Beginning June 1, 2007, all students at Arkansas Tech University will be assigned a permanent, randomly generated, student identification number. Student's social security numbers will be used only on applications for admission and solely for the purposes of State and Federal reporting requirements and determination of eligibility for Federal financial aid.

Persons born after January 1, 1957 must furnish proof of immunity against measles, mumps, 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

Admission applicants must:

1. Pay a $25.00 one time application fee directly to the Graduate College.
2. Hold a bachelor's degree from an accredited college verified by an official transcript.
3. 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.
4. Request from the college or university granting their bachelor's degree a complete undergraduate official transcript sent directly to the Graduate College. Mail all materials to: Graduate College, 1507 North Boulder Avenue Tomlinson 113, Russellville, AR 72801.
5. Meet additional admission requirements specified by programs in the graduate catalog (GRE, writing samples, etc.).

Conditional Admission

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 admission may be admitted conditionally to enroll for a maximum of twelve (12) semester hours. If a student was admitted conditionally based on grade point average, the

condition will be met if upon completion of twelve (12) semester hours, a cumulative grade point average of 3.00 or better is achieved.

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 (30) 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 (12) graduate hours, the student will be granted unconditional admission.

Non-Degree 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 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 (12) 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.

Transient 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 they have been admitted to its graduate program and are in good standing.

International Graduate Student Admissions

The International and Multicultural Student Services Office (IMSSO) is pleased to assist International students who wish to study at Arkansas Tech University (Tech). Any student who is not a United States citizen or a permanent resident of the United States is considered an international student. International students are subject to out-of-state tuition rates and an international student services fee, as well as, additional admission requirements. International students interested in applying for admission to Tech must submit the following documents:

1. Application - An application for international admission, properly completed.
2. Application Fee - A nonrefundable application fee of $50 USD (separate payment if possible).
3. Graduate College Fee - A nonrefundable application fee of $25 USD (separate payment if possible).
4. Academic Records - All transcripts must be originals or school-certified copies of originals with official English translations. Notarized copies are not accepted. All applicants should submit evidence of the completion of a 4-year bachelor's degree program. Documents submitted should include detailed grade/mark sheets, as well as, a certificate/diploma providing evidence the degree was awarded. If a consolidated mark sheet is available, please send this documentation as well. Official transcripts should be submitted from all colleges/universities where a student has been officially registered.
5. Entrance Exam - Each individual degree program has varying requirements for admission. Not all programs require GRE or MAT scores. However, if such scores are available, please request original copies of these examinations are sent directly to Arkansas Tech University. The school code for Arkansas Tech University is 6010.
6. English Proficiency - Students who wish to apply for admission to the English Language Institute (ELI) are not required to demonstrate English proficiency. All other applicants should submit official documentation of meeting one of the following standards:
    1. A minimum score of 550 on the written TOEFL (Test of English as a Foreign Language), 213 on the computerized TOEFL or 79 on the Internet-based TOEFL. Scores must be received directly from the Educational Testing Service (ETS). The school code for Arkansas Tech University is 6010.
    2. A minimum score of 6.5 on the International English Language Testing System (IELTS). An official score card must be sent directly to Arkansas Tech University.
    3. An EIKEN score of Grade Pre-1. Scores must be sent directly from STEP, Inc. (Society for Testing English Proficiency).
       NOTE: Test scores are only valid for two years. Please submit only those scores taken within two years from the time of application.
7. Evidence of Sufficient Financial Support - Graduate costs are estimated at $15,444 USD for nine (9) months of study including tuition and fees, housing, meals, books, and other living expenses. Applicants must provide certified evidence of the source and amount of funding that will be utilized to support educational expenses. Documents must be official and issued within the six (6) months previous to the time of application. No copies are accepted.
8. Passport - Please provide a photocopy of your current passport as well as any previous visas to the US, I-20's and an I-94 card if available.
9. Program Requirements - Please check the catalog pages for the degree program of interest for the possibility of additional requirements needed to complete the application for admission.

The application for international admission and all supporting documents should be submitted by May 1 for the fall semester, October 1 for the spring semester, and March 1 for both summer sessions for priority consideration. Applications are still accepted after the priority dates. Admission will not be granted until all supporting documentation as listed above has been received and evaluated. Upon acceptance, notification will be sent to the student along with an I-20 (Certificate of Eligibility).

Students seeking to defer admission to a future term must submit a $25 USD deferral fee along with updated evidence of financial support. Please send a written request for deferral to IMSSO along with the fee and updated financial support documentation within 60 days of the start date of your last admission.

Full payment of tuition and fees must be paid at registration each semester. International students are required to purchase a health insurance policy provided by the university. Tech receives no remuneration as a result of international student enrollment in the health insurance plan.

More detailed information regarding international student admissions may be obtained by contacting the International and Multicultural Student Services Office, Tomlinson 29, Arkansas Tech University, Russellville, Arkansas, 72801-2222, USA; telephone (479) 964-0832; fax (479) 880-2039; web http://www.atu.edu/imsso.

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 College to enroll in no more than six (6) hours of graduate course work. The student's course load is not to exceed a total of fifteen (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 (6) 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 College online at http://www.atu.edu/gradcollege/faculty_forms.shtml.

Second Master's Degree

Subject to the approval of the advisor, program director, and Dean of Graduate College 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 (6) 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.

Transfer of Graduate Credit

Graduate Credit Taken Prior to Admission to Arkansas Tech University

A maximum of six (6) semester hours of graduate credit in a 30 hour program and nine (9) 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 College. 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 (6) 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 College. 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 College.

Catalog Privilege

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 (6) years old when requirements for the degree are completed.

Academic Advising

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 Student Load

Graduate students may enroll for a maximum of twelve (12) hours of credit per semester during the academic year and six (6) 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 (9) or more hours of credit during a regular semester or five (5) hours during a summer term. Graduate Assistants will be considered full-time if carrying six (6) 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 College.

Adding and Dropping Courses

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.

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, CR, 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. The mark "CR" gives credit for hours only.

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 College 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 College.

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 College 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 (12) hours of graduate credit.

Limit on Workshop and Independent Study Credit

No more than six (6) semester hours of graduate course work completed in workshops and/or independent study may be applied to the master's degree.

Incompletion of Capstone Projects

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 grades of "R" or "CR" do 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. The grade of "CR" gives credit only for the hours enrolled.

Academic Probation and Dismissal

A student admitted unconditionally or a student who has been admitted to candidacy will be placed on probation for the following semester if the cumulative grade point average drops below 3.0. If the semester grade point average for the following semester is 3.0 or greater and results in a cumulative grade point average greater than 3.0, the student will be removed from probation. If the cumulative grade point average remains below 3.0, the student will continue on probation. A student on probation having a semester grade point average below 3.0 for the following semester will be subject to suspension from Graduate College.

A student who is admitted conditionally or on a non-degree basis will be subject to suspension from Graduate College after attempting twelve (12) semester hours with less than a 3.0 grade point average.

All students who receive one letter grade of “C” will be cautioned by the Graduate College. A student who receives a second “C” in their graduate curriculum must meet with the Director of Graduate Support Services prior to registering for the subsequent semester. A student who has a semester grade point average below 3.0 must meet with the Graduate College Dean prior to registering for the following semester. Students who have received their second “C” or have a cumulative grade point average below 3.0 will not be eligible to participate in early registration.

Students with a grade point average below 3.0 may not be admitted into candidacy. A student who has been admitted to candidacy but does not have a 3.0 grade point average at the time of completing the minimum number of hours required by the degree program may submit no more than six (6) additional hours in an attempt to attain a grade point average of 3.0. A maximum of six (6) 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 (6) hours above the total number of hours required for the program to reach the 3.0 grade point average. All graduate courses taken will be considered in the computation of the grade point average.

Academic suspension means the student may not attend Arkansas Tech for one academic year. A student suspended from Graduate College may reapply for admission after one year. Reinstatement to Graduate College will not necessarily mean reinstatement to a particular graduate program. Readmission does not reestablish financial aid eligibility.

A students' lack of Academic Progress may result in dismissal with no option to be reinstated.

Academic Dishonesty/Academic Misconduct

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. Arkansas Tech 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 and dishonest practices. Students should also realize the classroom is under the control of the professor who will give students a statement of his or her classroom policies in a syllabus at the beginning of the semester.

Academic offenses involving dishonesty and misconduct are defined in the Definitions section. These definitions are not all inclusive, and conduct not expressly set forth in the definitions may also be considered academic dishonesty or academic misconduct.

A. Definitions

Academic Dishonesty. Academic dishonesty refers to the various categories of cheating and plagiarism in the classroom.

1. Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples of this are: a) copying from the examination or quiz of another student; b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, and which were not approved by the instructor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers from the Internet or any other source; and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.
2. Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgement to the true author. Any paper written by cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact the sentence or phrase is plagiarized. Acknowledgment of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well.

Academic Misconduct. Academic misconduct concerns the student's classroom behavior. This includes the manner of interacting with the professor and other students in the class. For example, students may disrupt the learning environment in a classroom through inappropriate behavior, such as, talking to students, unnecessary interruptions, attempting to monopolize the professor's attention, or being chronically late to class. Misconduct also covers verbal or nonverbal harassment and/or threats in relation to classes. Student behavior should not infringe on the rights of other students or faculty during a class.

B. Procedure for Charges of Academic Dishonesty

Since charges of academic dishonesty may have serious consequences, a professor who suspects a student of any category of academic dishonesty must have facts and/or evidence to support the charge.

1. The professor will meet with the student and present him or her with a written outline of the alleged academic dishonesty and the evidence supporting the charge. Penalties for various levels of academic dishonesty vary from giving an ‘F’ on a particular quiz or exam, to giving an ‘F’ on a term paper or other written work, or giving the student an ‘F’ or ‘W’ for the course. The professor may also have different penalties for particular cases of academic dishonesty.
2. The professor will notify his or her program director (or Graduate Dean if the professor is a program director) of the charge, evidence, and penalty.
3. If the student accused of academic dishonesty denies the charge or disagrees with the evidence presented by the professor, the student should make an appointment with the relevant program director (or Graduate Dean if the professor is a program director; in which case, skip steps 4 and 5). The student may remain in class during the appeal process.
4. If the student is still dissatisfied after meeting with the program director, he or she should make an appointment with the Graduate Dean who will seek resolution of the problem.
5. If a resolution is not found, the Graduate Dean will refer the student to the Graduate Academic Appeals Committee.
6. The student should then submit a written appeal to the Chair of the Graduate Academic Appeals Committee.
7. If the Academic Appeals Sub-Committee determines academic dishonesty has occurred, it will confirm the recommendation of the professor concerning the penalty. Such a decision will be given both to the Chair of the Graduate Academic Appeals Committee and the Graduate Dean. The student will be notified of the Sub-Committee's decision by the Chair of the Sub-Committee that sat for the appeal. The Chair shall also notify the Vice President for Academic Affairs of the decision. The Vice President will review the case and forward the outcome to the Registrar after the three-day appeal period.

8. The student shall have the right to appeal the decision of the Academic Appeals Sub-Committee by filing a Notice of Appeal with the Office of the Vice President for Academic Affairs within three (3) working days of receiving notification of the sub-committee's decision of the Chair of the Sub-Committee. The decision of the Vice President for Academic Affairs will be final.
9. If the Academic Appeals Sub-Committee determines academic dishonesty has not occurred or evidence is insufficient, the sub-committee will forward all pertinent information to the Vice President for Academic Affairs. The Vice President will confer with the Graduate Dean, program director, and professor to facilitate the return of the student to class without penalty. The program director will notify the student of the decision.

C. Procedure for Charges of Academic Misconduct

1. The professor of a class being disrupted by academic misconduct will speak with the disruptive student. Proper behavior and possible consequences for not modifying the behavior will be discussed with the student. Extreme incidents of academic misconduct, in which the student becomes verbally or physically abusive in class will be dealt with immediately by asking the student to leave the class. If the student refuses to leave, Campus Security personnel will be called to remove the student, and the Dean of Students will also be informed of the behavior.
2. If the student ignores the professor's requests to discuss the behavior, it is considered the student received an official warning that his or her classroom conduct is inappropriate. If the student continues the disruptive behavior, the professor will warn the student a second time to cease the behavior.
3. If the student has refused to respond or has ignored the professor's first and second warning, the student will be suspended on an interim basis from the class where the warnings were given. Within 24 hours of the interim suspension, a notification will be sent to the Chair of the Graduate Academic Appeals Committee by the program director.
4. The Graduate Academic Appeals Sub-Committee will be appointed and a hearing conducted by the Graduate Academic Appeals Sub-Committee will be conducted within three (3) working days after the date of the notification of interim suspension.
5. On the same date the notification of suspension is sent to the Chair, the student will be advised by the program director that he or she has the right to submit a written statement to the Graduate Academic Appeals Sub-Committee, addressing the alleged incident of academic misconduct. The student's written statement as well as the professor's written statement shall be delivered to the Chair of the Graduate Academic Appeals Committee at least 24 hours prior to the hearing.
6. The Graduate Academic Appeals Sub-Committee will consider the written statements of the professor and the student involved in the incident of academic misconduct. The program director will also provide a statement that the warning procedure has been followed and the student has been suspended on an interim basis from attending the particular class, pending the decision of the Graduate Academic Appeals Sub-Committee. The Sub-Committee has the right to pursue further information from the professor, program director, and student.
7. If the Graduate Academic Appeals Sub-Committee determines academic misconduct has occurred, it will confirm the recommendation of the professor concerning the penalty. Such a decision will be given both to the Chair of the Graduate Academic Appeals Committee and the Graduate Dean. The student will be notified of the Sub-Committee's decision by the Chair of the Sub-Committee that sat for the appeal. The Chair shall also notify the Vice President for Academic Affairs of the decision. The Vice President will review the case and forward the outcome to the Registrar after the three-day appeal period.
8. The student shall have the right to appeal the decision of the Graduate Academic Appeals Sub-Committee by filing a Notice of Appeal with the Office of the Vice President for Academic Affairs within three (3) working days of receiving notification of the sub-committee's decision from the Chair of the Sub-Committee. The decision of the Vice President for Academic Affairs will be final.
9. If the Graduate Academic Appeals Sub-Committee determines academic misconduct has not occurred or evidence is insufficient, the Sub-Committee will forward all pertinent information to the Vice President for Academic Affairs. The Vice President will confer with the Graduate Dean, program director, and professor to determine the course of action to be followed and the status of the student in regards to the class in question. The program director will notify the student of the decision.

Appeals Procedures

Composition of Committee

1. The Graduate Academic Appeals Committee is an official committee of Arkansas Tech University and will be formed each year as a pool of qualified faculty and students to hear student academic honesty and misconduct appeals. At the beginning of fall term, the Graduate Dean will appoint one graduate faculty member from each college; the program director will appoint one graduate student from each college. The faculty on the committee will elect a Chair.
2. These faculty and students will form a pool of 15, from which a subset can be drawn to serve on a subcommittee hearing a specific case.
3. When a student appeal of a decision concerning academic dishonesty or academic misconduct is filed with the Chair of the Graduate Academic Appeals Committee, the Chair shall select a three-person sub-committee from the pool of 15 composed in the following manner: one faculty member from the college in which the department

involved in the appeal is located, one faculty member from the college in which the student is enrolled as a major, and one student.

Students Rights

If a student feels unfairly treated in regard to grades, grading, or treatment by the professor or other students within the classroom, the student should address these concerns in the following manner:

Informal Process

1. Make an appointment to speak with the professor of the class to discuss the problem. Students must begin with the professor of the class, as many problems can be worked out satisfactorily with a simple discussion.
2. If the student is still dissatisfied after discussing his or her problem with the professor of the class, an appointment should be made with the director of the program in which the course is taught. The program director will seek satisfactory resolution of the problem with both the student and professor.
3. If the student is still dissatisfied, an appointment should be made with the Graduate Dean. The dean will again seek resolution, and failing satisfactory resolution, will point out to the student the appropriate appeals process for the student's complaint.

Formal Process

1. If the student complaint involves an assigned grade, the student will follow the Appeal of Academic Grade procedure as outlined in the *Student Handbook*.
2. If the student wishes to pursue an appeal based on a grade associated with a charge of academic dishonesty further than the Graduate Dean, the student may file an appeal within three working days according to the outlined procedure for the Graduate Academic Appeals Committee.
3. Final appeals, whether informal or formal, will be passed by the Graduate Dean to the Vice President for Academic Affairs for final decision, if necessary.

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 (FERPA) affords student's certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar, Dean, Head of the Academic Department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the students of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request that the student's education records that the student believes the inaccurate or misleading be amended. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agent, or internship agreement); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Arkansas Tech University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, D.C. 20202-4605

Directory Information

"Directory information" at Arkansas Tech University consists of the student's name, address, telephone listing, electronic mail address, dates of attendance[1], major field of study, enrollment status (e.g undergraduate or graduate), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended.

The information may be made available upon request to members of the general public. If a student on the Russellville campus wishes for this information to be regarded as confidential, according to the provisions of the Family Educational Rights and Privacy Act of 1974, she/he should notify the Chief Student Officer at (479) 508-3310.

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

Please refer to the section entitled Graduation Requirements for information pertaining to candidacy, application for graduation, payment of graduation fees, and other graduation requirements.

[1]Dates of attendance means the period of time during which a student attends or attended an educational agency or institution. Examples of dates of attendance include an academic year, a spring semester, or a first quarter. The term does not include specific daily records of a student's attendance at an educational agency or institution.

Graduation Requirements

Candidacy

Graduate students admitted unconditionally must apply for candidacy to the selected degree program upon completion of twelve (12) 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 College.

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an "Application for Graduation" at the Registrar's Office. FALL GRADUATES MUST APPLY FOR GRADUATION IN AUGUST DURING THE FIRST WEEK OF FALL SEMESTER CLASSES. SPRING AND SUMMER GRADUATES MUST APPLY FOR GRADUATION IN JANUARY DURING THE FIRST WEEK OF SPRING SEMESTER CLASSES.

Financial Obligation

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

Commencement

Students must complete all degree requirements prior to participating in the December, May, or August commencement ceremonies. Students completing all degree requirements in the fall semester will participate in the December commencement ceremony; spring semester will participate in the May commencement ceremony; and summer terms will participate in the commencement ceremony held in August. Students will not participate in the commencement ceremony if all degree requirements are not completed prior to the ceremony. Students not completing all requirements will participate in the next scheduled commencement ceremony providing all degree requirements are met. Students taking courses at other institutions must have official transcripts submitted to the Registrar's Office and have completed all degree requirements prior to the commencement ceremony to be allowed to participate.

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 College.

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.

Absentia Graduation

Requests to graduate in absentia must be in writing and should be forwarded to the Dean of Graduate College at least two (2) 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.

Master's Thesis

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 thesis must be written in accordance with the guidelines set forth in the thesis writing guide "Thesis Preparation Guide." This guide may be obtained at the Graduate College at http://www.atu.edu/gradcollege/.

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 Topic Approval Request for approval by the Dean of Graduate College via the program director. The Topic Approval Request form is found under Student Resources at http://www.atu.edu/gradcollege/.

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 College no later than two (2) weeks prior to the date of graduation; if revisions are required graduation may be deferred to the following semester.

Student's working on thesis and other master's projects beyond the term in which coursework for the degree has been completed, will be required to enroll in at least one (1) hour of coursework each ensuing semester until all requirements for the degree have been met. Students who fail to continuously enroll will be dropped from the master's program.

The grade for the course will generally be CR (Credit) or NC (No Credit), with the understanding the person(s) supervising the thesis or project can assign a letter grade to explicitly indicate a student is making good (A or B) or unsatisfactory (C or lower) progress toward graduation.

A student who has been dropped for failure to continuously enroll as stipulated by this policy (excluding summer, unless the student is planning to graduate in the summer) may be readmitted to a master's program by reapplying to Graduate College with written approval of the person(s) supervising the thesis or project and the Program Director. Readmitted students will be required to reapply for graduation and enroll in a number of hours of coursework equal to the number of semesters that have lapsed since the last time they were enrolled, up to a maximum of three (3) hours.

Three (3) 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 College. 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 (3) copies of the abstract will be submitted with the three (3) copies of the thesis.

An oral defense of the thesis is required. It will be conducted by the thesis committee. The Dean of Graduate College 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 (3) 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 and Candidates for the Educational Specialist in Educational 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 (2) hours of portfolio study after completion of 28 hours of course work. The portfolio is to be completed at the end of course work during the last semester of enrollment.

Three (3) 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 twelve (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. 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 (6) years from the time unconditional or conditional admission to the program was granted.
8. See specific degree programs for special requirements.

Master of 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, and Physical Education.

Dr. Sherry Field, Dean
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The Master of Education degrees in education leadership, school counseling and leadership and teaching, learning and leadership are housed in the Center for Leadership and Learning under the direction of the Graduate Dean.

Unconditional Admission

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

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 (12) 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 (12) semester hours. If a student was admitted conditionally based on grade point average, the condition will be met if upon completion of twelve (12) semester hours a cumulative grade point average of 3.00 or better is achieved.

Academic Advisors

The academic advising process for degree students begins at the time student is admitted to Graduate College. 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 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 College 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.

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 the student is aware of assistance and services provided for graduate students by the various university offices.

Admission to Candidacy

Students who have been granted conditional admission are eligible for admission to candidacy for the degree upon the completion of twelve (12) 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 (12) 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.

General Requirements

1. Thirty-six semester hours must be completed, 18 of which must be at the 6000 level.
2. Degrees in Educational Leadership require 34 hours, School Counseling requires 45 hours, and Teaching, Learning and Leadership require 38 hours at the 6000 level or above.
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.

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 (6) 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 (9) 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 College. 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 (6) 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 College. 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 College.

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.

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 College.

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Degree Requirements

Candidates for the Master of Education degree with a major in elementary education and the early childhood education option must complete the 36 semester hour degree program. Candidates for the Master of Education degree with a major in elementary education special education option must complete the 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.

Early Childhood Education Option (21 hours)

EDFD 6503 Classroom and Behavior Management
ELED 6343 Literacy Assessment and Intervention
ECED 6063 Organization and Administration of ECED Programs
ECED 6323 Designing Quality Early Literacy Experiences (Birth-Age 9)
ECED 6363 Theory and Practice in Early Childhood Education
ECED 6523 Survey of Research in Early Childhood Education
ECED 6603 Psychosocial Development: Infancy, Childhood & Family

Special Education Option (21 hours)

EDFD 6503 Classroom and Behavior Management
ELED 6343 Literacy Assessment and Intervention
SPED 5003 Characteristics Children with Exceptionalities
SPED 5013 Assessment and Design (Birth-4th grade)
SPED 5023 Planning Instruction for Children with Exceptionalities
SPED 5033 Working with Families of Children with Exceptionalities
SPED 5043 Supervised Practicum

Additional Licensure Plan - 4-12 Special Education Instructional Specialist (6 hours)

SPED 5053 Planning Instruction for Children with Exceptionalities, 4-12
SPED 5063 Supervised Practicum

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 College.

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 Physical Education

Degree Requirements

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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 nine (9) semester hours that comprise the core requirements and complete additional physical education electives to meet the 18 semester hour requirement in physical education.

Physical Education Core Requirements (9 hours)

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

Electives (9 hours)

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 (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

Secondary Education Instructional Technology

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 design and technology or for candidates with a valid Arkansas license seeking Arkansas licensure as School Library Media Specialists. Entrance into the instructional technology program does not require teacher licensure.

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Degree Requirements

Candidates for the Master of Education degree with a specialization in instructional technology must complete 36 semester hours of graduate-level course work that includes 30 semester hours in approved educational media, library media, or information technology courses, and a minimum of six (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) or a concentration in instructional design and technology. To be licensed 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 the Library Media specialty option (36 hours)

EDFD 6003 Educational Research
EDFD 6993 Project in Educational Research
EDMD 6133 Production of Instructional Materials
EDMD 6233 Administration of Media Programs
LBMD 6033 Instructional Role of the School Library Media Specialist
EDMD 6433-6 Practicum in Educational Media
EDMD 6163 Internet Resources
LBMD 6003 Selection of Instructional Materials
LBMD 6013 Reference Materials in the School Library Media Center
LBMD 6023 Classification and Cataloging
LBMD 6043 Preservation of Instructional Materials
LBMD 6403 Literature for Children and Adolescents

Degree requirements for Instructional Design and Technology option (36 hours)

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

Electives: Additional instructional technology electives to meet the 36 semester hour degree requirement.

Master of Education
School Counseling and Leadership

The Master of Education (M.Ed.) in School Counseling and Leadership is designed to prepare candidates for licensure as school counselors. The program consists of 17 hours of leadership core courses and 28 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 individuals to earn Arkansas school counselor licensure. Students will be entered into the program as cohorts.

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Unconditional Admission

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 College.
2. Approval from the Program Director.

Degree Requirements

1. A minimum of 45 semester hours must be completed; all courses must be at the 6000 level, including the following courses:

   Level One Coursework - Core Courses (17 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
   COUN 6202 Ethical and Legal Issues

   Level Two Coursework - School Counseling and Leadership (21 hours)

   COUN 6012 Assessment and Appraisal
   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 6253 Career Development/Academic Advising
   COUN 6263 Teaming, Collaboration, and Advocacy

   Level Three Coursework - 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.

Master of Education
Educational Leadership

The Master of Education (M.Ed.) 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 current School Leader Licensure Standards adopted by the state of Arkansas.

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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 College.
2. Two years of teaching experience.
3. Approval from the Program Director.

Admission to Candidacy

Students who have been granted conditional admission are eligible for admission to candidacy for the degree upon the completion of twelve (12) 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 (12) 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 34 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 6313 Principles of Curriculum for School Leadership
   EDLD 6352 Physical Environment of Schools
   EDLD 6402 Working with the Marginal Performer
   EDLD 6551/1-4 Administrative Internship
   EDLD 6991 Professional Portfolio

2. A portfolio must be successfully completed and approved by a portfolio review committee. 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.
3. Coursework 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 current School Leader Licensure Standards adopted by the state of Arkansas.
4. Coursework will be offered through on-campus classroom experiences as well as mixed technology including on-line and distance learning.

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 six (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, ENGL 5703, ENGL 5713, and ENGL 5723.

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Unconditional Admission

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 College.

Degree Requirements

Candidates for the Instructional Improvement degree must complete a core of 15 hours with a minimum of two (2) 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

Master of Education
Teaching, Learning, and Leadership

The Master of Education, Teaching, Learning and Leadership (MTLL) will facilitate individuals 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 in the classroom, as an instructional facilitator or a curriculum administrator. Additionally, a unique NTLL Non-Traditional Licensure (NTL) option is available for individuals seeking an initial teacher license.

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A graduate student enrolled in the MTLL degree program of study may select a program emphasis from two options:

1. Curriculum Administrator / Master Teacher Leader
   (an individual who is a career teacher and wants to improve classroom teaching and learning or desires to become a curriculum leader)
2. Non-Traditional Teacher
   (NTL - individual with a baccalaureate degree who seeks an alternative route to secure a standard teachers license)

A licensure endorsement may be added to an existing standard license by fulfilling the program of study requirements (18 hours) for the Instructional Facilitator.

Curriculum Administrator / Master Teacher Leader Option:
Graduate students who select the Curriculum Administrator / Master Teacher Leader option will study the knowledge, skills and dispositions necessary to be effective curriculum leaders and mentors for new teacher inductees, colleagues, as well as marginal teachers. Additionally, these degree options will fulfill the program of study requirements for Arkansas Curriculum / Program Administrator Licensure and Instructional Facilitator endorsement upon completion of the required state assessments.

Non-Traditional Teacher (NTL) Option:
The Non-Traditional Teacher (NTL) option is intended for the individual who holds a baccalaureate degree and desires to teach in Arkansas public schools (this option is not available for P-4 teaching levels). This program of study option is designed to immerse the MTLL-NTL graduate student in an in-depth study of basic and advanced pedagogical skills for quality teaching, learning and classroom practice.

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:

Curriculum Administrator / Master Teacher Leader Option

For unconditional admission applicant must:

1. Meet the admission requirements for Graduate College.
2. Have at least two years teaching experience.
3. Approval from the Program Director.

**Or with approval of the CLL Director.*

Non-Traditional Teacher (NTL) Option

For unconditional admission applicant must:

1. Meet the admission requirements for Graduate College.
2. Submit original Praxis I and II scores in content specialty field.
3. Approval from the Program Director.

**Or with approval of the CLL Director.*

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 (27 hours)

MTLL 6202 Professionalization of Teaching for the Master Teacher
MTLL 6003 School Organization and Leadership for Teacher Leaders
MTLL 6113 Action Research and Data Analysis for School and Classroom Use
MTLL 6223 Teaching and Learning for the Master Teacher
MTLL 6262 Action Research Practicum for the Master Teacher
MTLL 6271 Resource Acquisition for the Master Teacher
MTLL 6242 Cognitive Coaching and Mentoring for the Master Teacher
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

Select one option for program of study emphasis from the following:

Curriculum Administrator / Master Teacher Leader (MTLL) Option

MTLL 6253 Advanced Curriculum Design Practicum for the Master Teacher
EDLD 6402 Working with the Marginal Performer
EDLD 6002 Administrative Law
EDLD 6552 1-4 Administrative Internship

Non-Traditional Teacher Leader (MTLL-NTL) Option

MTLL 6233 Advanced Teaching and Learning for the Master Teacher
MTLL 6252 Communication, Advocacy & Policy Development
MTLL 6292 Evaluation of Classroom Learning for the Master Teacher
MTLL 6551 Internship Practicum Required 4 Semesters (4 hours total)

2. Prior to degree completion, a culminating portfolio must be successfully completed and approved by a portfolio review committee for both program of study options.

*For the Non-Traditional Leader (NTL) option the MTLL-NTL graduate student must complete the appropriate state assessments for teacher licensure prior to graduation.

Instructional Facilitator Endorsement and Curriculum Program Administrator Licensure

An 18 semester hour MTLL program of study satisfies course requirements for the Instructional Facilitator Endorsement to be added to an individual's Standard Teaching License. This program of study prepares teachers to be teacher leaders who have the knowledge, skills, and dispositions to work with new teacher inductees and colleagues to improve teaching and learning.

Courses Required for Instructional Facilitator Endorsement (18 hours)

MTLL 6202 Professionalization of Teaching for the Master Teacher
MTLL 6242 Cognitive Coaching and Mentoring for the Master Teacher
MTLL 6223 Teaching and Learning for the Master Teacher
MTLL 6253 Advanced Curriculum Design
MTLL 6143 Organizational Change and the Role of the Master Teacher
MTLL 6123 Instructional Leadership for the Master Teacher
EDLD 6551/4 Administrative Internship (2 hours total)

Additionally, the teacher may choose to complete the remaining MTLL identified course hours to complete the Teaching, Learning and Leadership Master of Education degree, which fulfills the program of study requirements for Arkansas Curriculum/Program Administrator Licensure.

Educational Specialist Degree

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.

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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.

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 student was admitted conditionally based on grade point average, the condition will be met if upon completion of twelve semester hours a cumulative grade point average of 3.00 or better is achieved.

Academic Advisors

The academic 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 College 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), include 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 have been acquired that are reflective of the current School Leaders Licensure Standards adopted by the state of Arkansas. 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.

Special Conditions of Graduate Credit

Graduate Credit Taken Prior to Admission to Arkansas Tech University

A maximum of nine(9) 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 College. 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 (6) 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 College. 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 College.

Master of Science
Business Administration

Program Summary

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The MSBA program provides a graduate business alternative for students whose undergraduate preparation was a field outside of business administration. Students who wish to develop administrative skills for their chosen career but who are not interested in completing a Master of Business Administration degree can opt for this program instead. These students would be required, for an MBA, to complete six of this program's courses as leveling work prior to matriculation of the actual MBA coursework. The six courses comprising the MSBA replicate much of what is taught in the undergraduate business core, and the addition of three administrative electives and a graduate capstone course provide a basic graduate education in the field of business. Non-business departments may also provide a group of graduate-level administrative electives for the student to bolster the student's career-specific education.

Unconditional Admission

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

1. Applicants must meet the admission requirements for Graduate College.
2. Have completed BUAD 2003 (Business Information Systems) or its equivalent with a 'C' or better.
3. Have completed BUAD 2053 (Business Statistics) or its equivalent with a 'C' or better.

In addition, applicants must submit admission materials no later than two weeks prior to the start of the semester as a priority admission date. Applicants submitting after the priority deadline will be considered if space is still available in MSBA graduate classes.

Conditional Admission

Applicants who fail to meet the grade point requirement specified for admission may be admitted conditionally to enroll for a maximum of twelve (12) semester hours. If a student was admitted conditionally based on grade point average, the condition will be met if upon completion of twelve (12) semester hours, a cumulative grade point average of 3.00 or better is achieved.

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 (30) 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 (12) graduate hours, the student will be granted unconditional admission.

Applicants who do not meet the BUAD 2003 and/or BUAD 2053 prerequisite course requirement(s) may be conditionally admitted to enroll in select graduate classes while taking one or both prerequisite classes the first semester of the program or successfully completing a skills assessment exam.

Admission to Candidacy

Students are eligible for admission to candidacy for the degree upon the completion of twelve (12) hours with a 3.00 grade point average or better and completion of all deficiencies. 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:
   ACCT 6003 Principles of Business Accounting
   BLAW 6003 Business Law & Ethics
   ECON 6003 Survey of Economics
   FIN 6003 Financial Decision Making
   MGMT 5083 Business Policy
   MGMT 5203 Project Management
   MGMT 6003 Survey of Management and Organizational Behavior
   MKT 6003 Marketing Strategy and Research
   5000-Level Electives (6 hours)

*5000-Level Electives: Any ACCT, BLAW, BUAD, ECON, FIN, MGMT or MKT course at the 5000 level.

2. A cumulative grade point average of at least 3.00 in all graduate courses completed at Arkansas Tech University with a maximum of six (6) hours of "C" Grades.
3. A minimum of 24 semester hours of graduate course work completed at Arkansas Tech University.
4. Completion of all degree requirements within six (6) years from the time of unconditional or conditional admission into the program.

Special Conditions of Graduate Credit

Graduate Credit Taken Prior to Admission to Arkansas Tech University

A maximum of nine (9) 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 College. 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 (6) 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 College. 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 College.

Master of Science
College Student Personnel

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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 or enhance a career in the variety of settings in which such services are needed. The goals of the College Student Personnel (CSP) program include:

1. Demonstrating mastery and application of foundational and professional studies in College Student Personnel.
2. Demonstrating professional behavior in carrying out student services work.

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 the Graduate College.
2. Applicants must submit a current resume/vitae highlighting any co-curricular experiences and/or student affairs experience.
3. Applicants must submit two (2) 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 meet a minimum undergraduate cumulative GPA of 2.70 or a 3.0 GPA in the last 30 hours.
5. Applicants must submit a reflective writing sample, consisting of 3 short-answer reflection items, which include:
    A. Define student affairs and how you see yourself contributing to the field;
    B. Explain how your undergraduate grade point average reflects or does not reflect your ability to succeed at the graduate level; and
    C. What can faculty and classmates expect from you in the classroom and/or virtual classroom?
6. Approval from Program Director.

In addition, applicants must submit admission materials no later than two weeks prior to the start of the semester as a priority admission date. Applicants submitting after the priority deadline will be considered if space is still available in CSP graduate classes.

Conditional Admission

Applicants who fail to meet the minimum requirements for admission have the opportunity for conditional admission if applicant meets the minimum graduate admission standards and upon a successful appeal to the program director. Students admitted under a conditional status must earn a cumulative 3.0 GPA on the first twelve (12) graduate hours in the program. Note - the GRE and/or MAT scores are no longer being required for conditional 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 College will 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 are eligible for admission to candidacy for the degree upon the completion of twelve (12) hours with a 3.00 grade point average or better and completion of all deficiencies. 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:

Required Core Courses (30 Hours)

Foundation Course (3 hours)

CSP 6023 Introduction to College Student Personnel Work

Professional Studies (21 hours)

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 6073 Counseling with College Students
CSP 6113 Research Design and Analysis
CSP 6123 Assessment and Evaluation in Higher Education
CSP 6143 Administration in College Student Personnel

Supervised Practice (6 hours)

CSP 6083 Practicum 1 in College Student Personnel
CSP 6063 Special Topics: College Student Personnel Capstone Seminar

Elective Courses (6 Hours Required)

CSP 6013 American Higher Education in Transition
CSP 6093 Practicum 2 in College Student Personnel
CSP 6133 Ethical Leadership in Higher Education
CSP 6153 Advising Student Groups
CSP 6163 Academic Advising
CSP 6191-6 Thesis in College Student Personnel
CSP 6881-3 Special Problem (Workshop) in College Student Personnel

2. A thesis option is available. The thesis option must be approved by the Program Director. Students completing the thesis would take six (6) credits of CSP 6191-6: Thesis in College Student Personnel in the place of six (6) credits of electives.
3. A cumulative grade point average of at least 3.00 in all graduate courses completed at Arkansas Tech University with a maximum of six (6) hours of "C" Grades.
4. A minimum of 27 semester 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 (6) years from the time of unconditional or conditional admission into the program.

Special Conditions of Graduate Credit

Graduate Credit Taken Prior to Admission to Arkansas Tech University

A maximum of nine (9) 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 College. 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 (6) 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 College. 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 College.

Master of Science
Emergency Management and Homeland Security

The Department of Emergency Management (EM) 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.

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Graduate Coordinator
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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. The EMHS Program Director acts as faculty advisor to each student admitted to the EMHS degree program.

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 EM Department in determining admission status.

1. Applicants must meet the admission requirements for the Graduate College.
2. Minimum undergraduate cumulative grade point average of 3.00.
3. Statement of intent which addresses career goals, interests in Graduate College and emergency management, and research interests. (500 word minimum)
4. Resume or vitae.
5. Approval from the Program Director.

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 EM Department to determine admission status. If a student was admitted conditionally based on grade point average, the condition will be met if upon completion of twelve (12) semester hours a cumulative grade point average of 3.00 or better is achieved.

After completion of the Research Design and Methods course, the Program Director will assist the student in picking a thesis advisor and thesis committee. The Program Director will assist the student in designing a curriculum of study leading to the fulfillment of degree requirements. Additionally, the academic advisor and the Graduate College will monitor the student's progress. Ultimately, it remains the student's responsibility to understand and to satisfy all degree requirements.

Late Admission

Priority deadline date for fall admission is March 1 and spring admission is October 1. Any student requesting admission for any academic term must have their documentation material processed for admission to the program as required by the Department of Emergency Management by the first day of the term requested. Documentation includes undergraduate transcript(s), a Statement of Intent and either a Resume or a Vitae. If processing cannot be completed, and approval given by the Program Director, the student will be rejected for admission for that term and must wait to enter the next academic term.

Admission to Candidacy

Students who have been granted conditional admission are eligible for admission to candidacy for the degree upon the completion of twelve (12) 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 (12) graduate hours with a 3.00 grade point average or higher. Students must have the candidacy form approved by their Program Director before submission to the Graduate College. 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 semester 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 (18 hours)

Most courses have the prerequisite or acceptable equivalencies of **EMHS 6043** and **EMHS 6063**, or **EMHS 6043**, or the consent of the instructor.

Methods Component (6 hours)

EMHS 6103 Research Design and Methods
EMHS 6123 Applied Data Analysis

Applied Research Component (6 Hours)

EMHS 6933 Research I
EMHS 6943 Research II

Interdisciplinary Component (6 hours)

Elective EMHS or non-EMHS graduate courses tailored to each student's interests and career objectives.

Special Conditions of Graduate Credit

Graduate Credit Taken Prior to Admission to Arkansas Tech University

A maximum of nine (9) 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 College. 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 (6) 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 College. 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 who wishes to may take six (6) hours at another institution or another graduate program at Tech which 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 College.

Master of Science
Fisheries and Wildlife Science

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.

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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 College.
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 College.
5. Prepared a letter of intent that addresses the applicant's interests, goals, and reasons for applying to the degree program.
6. Provided two (2) letters of recommendation, using the form provided by our department, from professors familiar with the applicant's academic ability.
7. Approval from the Program Director.

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 (12) semester hours. If a student was admitted conditionally based on grade point average, the condition will be met upon completion of twelve (12) semester hours with a cumulative grade point average of 3.00 or better is achieved.

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 (2) 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.

For students pursuing the thesis option, a proposal of thesis research developed by the student, approved by the advisor, advisory committee, and program director is expected within six (6) months of matriculation. 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 (12) hours with a minimum cumulative 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 (12) hours with a minimum cumulative 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 for the thesis option and a minimum of 36 semester hours for the non-thesis option at the graduate level must be completed, including completion of:

Thesis only option (30 hours)

FW 6001 Graduate Seminar in Fisheries and Wildlife Biology
FW 6002 Research Methods I
FW 6012 Research Methods II
FW 6013 Population Dynamics
FW 6991-6 Thesis Research - 6 hours
MATH 5173 Advanced Statistics
Approved 5000 or 6000 level elective courses - 13 hours

Non-Thesis only option (36 hours)

FW 5163 Biodiversity and Conservation Biology
FW 6001 Graduate Seminar in Fisheries and Wildlife Biology
FW 6002 Research Methods I
FW 6012 Research Methods II
FW 6013 Population Dynamics
FW 6033 Conservation Management Practicum
FW 6043 Conservation Research Practicum
FW 6101 Comprehensive Exam
MATH 5173 Advanced Statistics
Approved 5000 or 6000 level elective courses - 15 hours

Electives

BIOL 5003 History and Philosophy of Science
BIOL 6023 Conservation Workshop
EMHS 6033 Foundation of Leadership
FW 5003 Principles of Wildlife Management
FW 5014 Forest Ecology and Management
FW 5024 Limnology
FW 5034 Geographic Information Systems in natural Resources
FW 5083 Principles of Fisheries Management
FW 5103 Human Dimensions of Fisheries and Wildlife Management
FW 5881-4 Advanced Topics
FW 6023 Quantitative Fisheries Science
SPH 5063 Organizational Communication

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 six (6) hours of "C" can be counted toward degree requirements, and a student receiving more than six (6) hours of "C" is subject to dismissal from the program. Refer to the section of the catalog on "Academic Probation and Dismissal."
3. A written thesis and an oral defense of the research thesis must be approved by the advisory committee, the program director, and the Graduate College Dean. Students will be required to enroll in an additional one credit hour of graduate coursework prior to their thesis defense if the thesis is not defended within one semester of completion of the coursework for the degree. For the purposes of this policy, summer is considered to be one semester.
4. Completion of all requirements of the degree must be accomplished within six (6) years from the time of admission to the program.

Special Conditions of Graduate Credit

Graduate Credit Taken Prior to Admission to Arkansas Tech University

A maximum of six (6) 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 Graduate College Dean. 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 (6) 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 Graduate College Dean. 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 Graduate College Dean.

Master of Science
Health Informatics

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The Master of Science in Health Informatics (MSHI) is a specialized program of study to serve the increasing workforce needs in the area of health information technology. The curriculum utilizes a multidisciplinary approach to include health care delivery concepts coupled with information technology in a changing environment. Courses are designed to prepare graduates in the area of privacy and security of health care information, leadership and policy within the health care environment, as well as emerging concepts in information technology as related to the health care setting. Graduates will be able to choose electives to aid in accomplishing their career goals within the area of health information technology.

Unconditional Admission

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

1. Applicants must meet the admission requirements for Graduate College.
2. Applicants must have successfully completed **HIM 3023** Introduction to HIM or demonstrate comparable background. The background may be demonstrated by previous coursework or by relative work experience, as determined by the MSHI Graduate Committee.
3. Applicants must have successfully completed a three (3) semester hour course in computer programming, such as **COMS 2203** or demonstrate comparable background. The background may be demonstrated by previous coursework or by relative work experience, as determined by the MSHI Graduate Committee.
4. Applicants must provide a letter of intent that addresses their interests, goals, and reasons for applying to the degree program.
5. Approval from the Program Director.

Conditional Admission

Applicants who fail to satisfy the grade point requirements for unconditional admission or who do not satisfy requirements 2-3 above may be admitted conditionally by the MSHI Graduate Committee to earn a maximum of twelve (12) hours of graduate credit. Conditional admission may require taking one or more undergraduate and/or graduate courses to remove those conditions. Any such courses must be completed with a grade of "B" or better. In addition, if the student was admitted conditionally due to grade point average, the student must earn a 3.0 or better cumulative grade point average in all graduate courses taken for the program by the end of the semester in which the twelfth (12) graduate hour is completed.

Academic Advisors

The MSHI Graduate Committee will assign a faculty advisor to each student admitted to the MSHI 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 College will monitor the student's progress. 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 after the completion of all deficiency requirements and twelve (12) graduate hours with a 3.00 grade point average or better and no grade lower than "C". Students who have been granted unconditional admission are eligible for admission to candidacy upon completion of twelve (12) hours with a 3.00 grade point average or higher and no grade lower than "C". Students who do not submit to the MSHI program director 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 35 semester hours of coursework at the graduate level must be completed. These hours include 29 semester hours of core requirements and six (6) ours of INFT or HI 5000-level or 6000-level electives.
2. A cumulative grade point average of at least 3.00 in all graduate courses completed at Arkansas Tech University with a maximum of six (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 (4) years of admission into the program.

Core Courses (23 hours)

HI 5092 Research in HIM
HI 6053 Emerging Trends in Health Information
HI 6063 Leadership in Health Informatics
HI 6073 Security and Privacy in Health Informatics
HI 6083 Health Care Policy
INFT 5403 Introduction to Information Technology and Systems
INFT 5203 Database Systems
MATH 5173 Advanced Biostatistics

HI 6991-6 Thesis Research - 6 hours
OR
HI 6983 Research Project AND Additional 3 hour elective

Elective Courses - Choose two courses (6 hours)

INFT 6013 Decision Support Systems
INFT 6903 Emerging Trends in IT
INFT 5053 Information Systems Resource Management
INFT 5303 Developing and Administering Web Sites

Special Conditions of Graduate Credit

Graduate Credit Taken Prior to Admission to Arkansas Tech University

A maximum of nine (9) 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 MSHI Graduate Committee, the Director of the MSHI program, and the Dean of Graduate College. Students must send a written request through the MSHI Graduate Committee and program director to petition an acceptance of the transfer credit prior to requesting admission to candidacy to the graduate program. Graduate credit earned six (6) years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the MSHI program director and the Dean of the Graduate College. 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 College.

Master of Science
Information Technology

The Master of Science in Information Technology (MS-IT) 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, the web, and IT management. The student is offered two specialty programs: 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.

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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 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 College.
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 MS-IT Graduate Committee.
3. Applicants must have successfully completed one math course beyond college algebra.
4. Applicants for the CBIT program must have successfully completed one semester of computer programming comparable to **COMS 2104**. Applicants for the IT program must have successfully completed two semesters of computer programming courses comparable to **COMS 2104** and **COMS 2203**.
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 College.
6. Approval from the Program Director.

Conditional Admission

Applicants who fail to satisfy the grade point requirements for unconditional admission or who do not satisfy requirements 2-6 above may be admitted conditionally by the MS-IT Graduate Committee to earn a maximum of twelve (12) hours of graduate credit. Applicants without GRE are not eligible for conditional admission. Conditional admission may require taking one or more undergraduate and/or graduate courses to remove those conditions. Any such courses must be completed with a grade of "B" or better. In addition, if the student was admitted conditionally due to grade point average, the student must earn a 3.0 or better cumulative grade point average in all graduate courses taken for the program by the end of the semester in which the twelfth (12) graduate hours is completed.

Academic Advisors

The MS-IT Graduate Committee will assign a faculty advisor to each student admitted to the MS-IT 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 College will monitor the student's progress. 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 after the completion of all deficiency requirements and twelve (12) graduate hours with a 3.00 grade point average or better and no grade lower than "C". Students who have been granted unconditional admission are eligible for admission to candidacy upon completion of twelve (12) hours with a 3.00 grade point average or higher and no grade lower than "C". Students who do not submit to the MSIT program director 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 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 the total 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
   INFT 5700 Computer Networks Lab

   Plus completion of nine (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

   Computer-Based Instructional Technology (CBIT) Requirements (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 hours elective (6000 level)
   Plus successful completion of written comprehensive examinations.

   Information Technology (IT) Requirements (18 hours)

   Completion of 9 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
   INFT 6700 Heterogeneous Networks Lab

   Option I (Internship):
   3-8 hours of INFT 6000 level elective courses (depending on the internship)
   1-6 hours internship (**INFT 6991**-3)

   Option II (Thesis):
   3 hours of INFT 6000-level elective courses
   6 hours Thesis Research (**INFT 6973** and **INFT 6983**)

   Option III (Comprehensive Examinations):
   9 hours of INFT 6000-level elective courses
   The successful completion of written comprehensive examinations.

2. A cumulative grade point average of at least 3.00 in all graduate courses completed at Arkansas Tech University with a maximum of six (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 (4) 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 (9) 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 MS-IT Graduate Committee, the Director of the MSIT program, and the Graduate College Dean. Students must send a written request through the MSIT Graduate Committee and program director to petition an acceptance of the transfer credit prior to requesting admission to candidacy to the graduate program. Graduate credit earned six (6) years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the MS-IT program director and the Graduate College Dean. 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 MS-IT program director and the Dean of Graduate College.

Master of Science
Psychology

The Master of Science 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 Psychological Principles, a concentrated effort is also made to establish the foundation necessary for teaching, practice, post-graduate work, research, or any combination of these areas.

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Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Science degree program in Psychology if they meet the following requirements and are approved by the Psychology graduate faculty:

1. Applicants must meet the admission requirements for the Graduate College.
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).
5. Approval from the Program Director.

Conditional Admission

Applicants who fail to meet the criteria for unconditional admission may be admitted conditionally to enroll in twelve (12) semester hours. Students admitted conditionally must achieve a cumulative grade point average of 3.00 at the completion of twelve (12) 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 fulfilment of the degree requirements and the preparation of the thesis. The faculty advisor, the Psychology Graduate Committee, and the Graduate College monitor the student's progress in the program. However, it remains the student's 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 twelve (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 twelve (12) hours with a minimum grade point average of 3.00 and no grade lower than "C". It is the student's 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 twelve (12) hours of graduate work.

Degree Requirements

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

1. A minimum of 30 semester 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. Thesis hours must earn a grade no lower than "B".
3. The successful completion of an oral defense of the completed thesis or comprehensive examination. 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.
4. No more than six (6) hours of PSY 6993-6 Thesis Research will be counted toward the degree.

5. The student must have a 3.00 grade point average on a 4.00 scale on all course work. No more than two (2) 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.
6. All course work must be completed within six (6) years of admission to the degree program.
7. A minimum of 30 semester hours of graduate course work completed in residence at Arkansas Tech University.
8. 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 6003 Advanced Principles of Psychology I
PSY 6013 Advanced Statistics
PSY 6023 Research Design
PSY 6103 Advanced Principles of Psychology II

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

PSY 5013 History of Psychology
PSY 5033 Psychological Test and Measurements
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
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 six (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 Graduate College Dean. 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 (6) 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 Graduate College Dean. 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 Graduate College Dean.

Master of Science in Nursing
Administration and Emergency Management

The Master of Science in Nursing is designed to offer students a program of study to serve the educational needs of professional nurses actively engaged in or planning to enter professions related to emergency management administration in a variety of health care settings. The curriculum will utilize a multidisciplinary approach to integrate principles of nursing administration, including planning, organizing, directing, and evaluating, with principles of emergency management, including preparedness, response, mitigation, and recovery.

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The core curriculum includes thirty (30) semester hours of coursework in epidemiology, research design and methods, theoretical perspectives, legal and ethical issues, current trends in health care, nurse administrator role, principles of hazards and emergency management, design and management of preparedness in mitigation systems, and research thesis/project. An additional nine (9) semester credit hours will be completed in either the nursing administration or emergency management specialty concentration areas.

The objectives of the graduate program in Nursing Administration and Emergency Management (NAEM) include:

1. Preparing graduates to assume administrative roles in a variety of health care systems, including hospitals, and community, military, and government agencies.
2. Providing a program of study that addresses the technical competencies and interpersonal skills needed to assume leadership roles in planning and coordinating emergency response strategies.
3. Providing opportunities for students to formulate solutions to important problems of interest to nursing through analysis, synthesis, and application of current research.
4. Preparing graduates to be innovative leaders.

Unconditional Admission

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

1. Applicants must meet the admission requirements for Graduate College.
2. Applicants must have graduated from a Commission on Collegiate Education (CCNE) or National League for Nursing Accrediting Commission (NLNAC) accredited nursing programs.
3. Applicants must have a cumulative undergraduate grade point average of 3.00.
4. Applicants must have an unencumbered license to practice as a registered nurse without a history of disciplinary action of any kind.
5. Applicants must submit recent scores for either the Graduate Record Examination (GRE) or the Miller Analogy Test (MAT) to the Graduate College.
6. Applicants must have completed a statistics course.
7. Approval from the MSN Admissions Committee.

RNs with a bachelor's degree in a field other than nursing will be required to complete **NURN 4003**, **NURN 4024**, and **NURN 4034**.

Conditional Admission

Applicants who fail to meet the above requirements may be admitted conditionally by the Graduate Admissions Committee to earn a maximum of twelve (12) graduate credit hours. If a student was admitted conditionally based on grade point average, the condition will be met if upon completion of twelve (12) semester hours a cumulative grade point average of 3.00 or better is achieved.

Academic Advisors

The Nursing Graduate Studies Committee will assign a faculty advisor to each student admitted to the Nursing 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 College will monitor the student's progress. It remains, however, the student's responsibility to understand and to satisfy all degree requirements. RNs with a bachelor's degree in a field other than nursing will be required to complete **NURN 4003**, **NURN 4024**, and **NURN 4034**.

Admission to Candidacy

Students who have been granted conditional admission are eligible for admission to candidacy for the degree upon the completion of twelve (12) 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 (12) hours with a 3.00 grade point average or higher. The Graduate Record Examination (GRE) or Miller's Analogy Test (MAT) must be completed and official scores on file in the Graduate College. Students who do not submit to the Nursing Graduate Studies 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.

Degree Requirements

Thirty-nine credit hours are required for completion of the MSN Degree. Twenty-seven hours shall be completed in a professional core component, including six (6) hours of research methods and 3-6 hours of research thesis/project (application). Nine (9) hours shall be completed in one of two specialty concentration areas: Nursing Administration (including six (6) hours of practicum) or Emergency Management (including three (3) hours of Workshop or Independent Study).

Core Curriculum:

NUR 6103 Theoretical Perspectives
NUR 6203 Research Design and Methods
NUR 6213 Epidemiology
NUR 6303 Law, Ethics, and Policy in Healthcare
NUR 6313 The Role of the Nurse Administrator
NUR 6513 Fiscal Management
EMHS 6063 Principles of Hazards and Emergency Management
EMHS 5993 Special Problems
-Or-
EMHS 6003 Design and Management of Preparedness and Mitigation Systems
NUR 6403 Non-thesis project - AND Elective - 3 hours
-Or-
NUR 6996 Research Thesis

Nursing Administration Concentration Area

NUR 6503 Organizational Behavior and Human Resource Management
NUR 6526 Nursing Administration Practicum

Emergency Management Concentration Area

EMHS 6023 Risk and Vulnerability Assessment for Business & Industry
NUR 6603 Crisis Intervention in Disasters
EMHS 5000-6000 Elective - 3 hours

MSN Track for registered nurses who have a bachelor's degree in a field other than nursing

The additional nine (9) hours of prerequisite courses for students in this track include the following:

NURN 4003 Scope of Professional Practice
NURN 4024 Community Health
NURN 4034 Leadership & Management

Special Conditions of Graduate Credit

Graduate Credit Taken Prior to 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 Graduate College Dean.

Graduate Credit Taken After Admission to Arkansas Tech University

A maximum of nine (9) 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 Graduate College Dean. 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 (6) 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 Graduate College Dean. 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.

Master of Engineering
Engineering

The Master of Engineering program provides advanced study in a focused area of engineering to enhance career advancement. The program contains a common core of classes including project management, organizational communications, and advanced mathematics. Required graduate courses in engineering, focusing in one of the three available specializations, prepare the student for advanced engineering assignments.

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Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Engineering degree program if they have:

1. Met the admission requirements for the Graduate College.
2. Completed a bachelor's degree in engineering from an ABET accredited program with a cumulative grade point average of 2.75 or greater on a scale of 4.0. If their undergraduate engineering degree was obtained from a non-ABET accredited program, then they must submit an official copy of their recent (within the last five (5) years) Graduate Record Exam (GRE) Quantitative Reasoning Score equal to or greater than 146 (550 prior scale).
3. Submitted a letter of intent that addresses the applicant's intended focus and reasons for applying to the degree program. Based upon an applicant's intended program focus, deficiency courses may be identified to be completed before enrollment in some engineering graduate courses.
4. Provided two letters of recommendation, using the form provided by the department, from professors familiar with the applicants academic ability.
5. Approval from the Program Director.

Conditional Admission

Applicants not meeting the unconditional admission requirements will be considered on a case-by-case basis for conditional admission into the program. Any deficiencies identified for conditional admits should be satisfied within the first calendar year of enrollment, and until all deficiencies are resolved applicants may take a maximum or twelve (12) hours for graduate credit. Conditionally admitted students may be required to take one or more undergraduate courses which they must complete with a 3.0 average or better.

Each student is required to have a graduate advisor who is a member of the electrical or mechanical engineering departments and the graduate faculty. A formal letter from the advisor to the head of the student's major department acknowledging the advisor's willingness to serve as the student's graduate advisor is required during the students first semester of course work in the program. The advisor and two additional qualified personnel, selected by the student and advisor, will serve as the student's Graduate Advisory Committee. At least two committee members must be faculty in engineering. The student and advisor will work to develop a program of study which must be submitted for approval with the application for candidacy as discussed below.

Admission to Candidacy

Students admitted to the program unconditionally are eligible for admission to candidacy upon the completion of twelve (12) graduate hours with a 3.00 or greater grade point average. Students who have been admitted to the program conditionally must, in addition to the grade point requirement, have satisfied all deficiencies. By the end of the eighth week of the semester in which candidacy requirements will be met, students shall submit to the head of the student's major department an "Application for Admission to Candidacy" including a degree completion plan endorsed by the student's Graduate Advisory Committee. Students failing to submit these documents prior to the stated deadline will not be allowed to register for subsequent graduate classes.

Degree Requirements

1. A minimum of 36 semester hours of coursework at the graduate level must be completed which includes twelve (12) semester hours in the common core, and an additional 24 semester hours which meet the requirements of one of the concentration areas listed below. A minimum of 18 semester hours must be at the 6000 level.

   Common Core (12 hours)

   MGMT 5203 - Project Management
   SPH 5063 - Organizational Communication

Six (6) hours from:
MATH 5103 - Linear Algebra II
MATH 5153 - Applied Statistics II
MATH 5273 - Complex Variables
MATH 5243 - Differential Equations II
MATH 5343 - Introduction to Partial Differential Equations

Concentration Area (24 hours)

Electrical Engineering
In addition to the common core, 24 semester hours in graduate Electrical Engineering courses are required with a minimum of 18 semester hours at the 6000 level.

Mechanical Engineering
In addition to the common core, 24 semester credit hours are required with a minimum of 18 hours of graduate engineering coursework and 12 hours of MCEG graduate courses.

Nuclear Engineering
Prerequisites: PHYS 3213, MCEG 3503, MCEG 3512 or equivalent experience/training

MCEG 6503 - Reactor Physics
MCEG 6523 - Nuclear Materials
MCEG 6533 - Radiation Interactions and Shielding
MCEG 6513 - Advanced Radiation Detection Lab
MCEG 6893 - Independent Study
Electives - 9 hours

2. A minimum cumulative grade point average of 3.00 must be achieved on all graduate work attempted at Arkansas Tech University. A maximum of six (6) semester hours of "C" grades can be counted toward degree requirements. Students receiving more than six (6) hours of "C" grades is subject to dismissal from the program. Refer to "Academic Probation and Dismissal" in the graduate catalog.
3. Successful completion of a comprehensive final examination, consisting of both a written and oral portion and administered by the student's Graduate Advisory Committee, is required in addition to the coursework requirements above. This exam will be administered during the student's final semester and may be attempted a maximum of three times.
4. Completion of all requirements of the degree must be accomplished within six (6) years from the time of admission to the program.

Special Conditions of Graduate Credit

Graduate Credit Taken Prior to Admission to Arkansas Tech University

A maximum of nine (9) 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 Graduate College Dean. 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 (6) 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 Graduate College Dean. 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 Graduate College Dean.

Master of Arts
English and English with TESL option

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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 MA 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.

Unconditional Admission

Students are eligible to apply for unconditional admission to the MA degree program in English if they meet the admission requirements for The Graduate College.

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 (12) semester hours. If a student was admitted conditionally based on grade point average, the condition will be met if upon completion of twelve (12) semester hours a cumulative grade point average of 3.00 or better is achieved.

Academic Advisors

The Head of the English Department will assign a faculty advisor to each student admitted to the MA 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 College monitor the student's progress. 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 (12) 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 (12) 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.

Students who complete the English program should be able to:

1. Demonstrate mastery of significant American and British literary works.
2. Generate writing that demonstrates an advanced ability to analyze and synthesize.
3. Conduct original research.
4. Demonstrate familiarity with a variety of interdisciplinary critical approaches.

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 six (6) hours of **ENGL 6991**-6 Thesis Research or **ENGL 6996** Thesis Research (thesis option).
4. The satisfactory completion of a comprehensive examination based on the MA in English Examination Reading List. (http://www.atu.edu/english/ma_exam.shtml)
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 six (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 (6) years of admission.

Degree Requirements for English with TESL Option

1. The MA 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 6023 Composition Theory and Practice
3. The satisfactory completion of nine (9) semester hours of graduate English or TESL 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 six (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 (6) years of admission to the program.

Students completing the English with the TESL option program should be able to:

1. Demonstrate knowledge of the theory and practice of teaching English as a second language.
2. Generate writing that demonstrates an advanced ability to analyze and synthesize.
3. Conduct original research.

Special Conditions of Graduate Credit

Graduate Credit Taken Prior to Admission to Arkansas Tech University

A maximum of six (6) 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 Graduate College Dean. 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 (6) 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 Graduate College Dean. Credits earned 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 Graduate College Dean.

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 Graduate College Dean, 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

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The Master of Arts in History program at Arkansas Tech University is designed to provide advanced study for current and future educators (secondary and post-secondary) as well as those who plan to pursue the doctoral degree in history. The degree is also ideal for those seeking careers in museum or heritage studies, publishing, business, law, public service or the private sector. Graduate faculty hold advanced degrees from noted universities and exhibit strong credentials in teaching, research, and scholarship. The graduate faculty also maintain a supportive academic environment that enables them to interact closely with graduate students.

Unconditional Admission

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 College.
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 4.00 scale.
4. Approval from the Program Director.

Conditional 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 twenty-four (24) 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 (12) graduate hours, the student will be granted unconditional admission. The nature of the deficiency requirements will be determined by the History Graduate Program Director.

Academic Advisors

The Graduate Program Director serves as the initial advisor for all entering student and will assist the student in coordinating a Degree Plan. The Graduate Program Director will appoint an additional faculty advisor, who specializes in the general field of the student's interest, to guide the student through the curriculum and help prepare for the thesis or comprehensive exams. The faculty advisor, the Graduate Program Director, the History Graduate Committee, and the Graduate College monitor students' progress as they work 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, United States History, and 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 (12) hours with a minimum cumulative of 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 (12) hours with a minimum cumulative 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

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).
2. The satisfactory completion of **HIST 6003** Historical Methods and **HIST 6053** Historiography.

3. The satisfactory completion of twelve (12) hours in the primary area of concentration, including at least three (3) hours each in Readings and Seminar courses.
4. The satisfactory completion of an additional six (6) hours in areas of concentration other than the primary area of concentration.
5. The satisfactory completion of six (6) hours of **HIST 6991-6** Thesis Research.
6. All course work must be completed within six (6) 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.
8. No more than nine (9) hours combined of 5000 level courses **HIST 6891-4** Independent Study and **HIST 6881-3** Workshop may be counted toward the degree.
9. No more than two (2) course grades of "C" be considered acceptable during the student's program, and no grade lower than "C" will be considered toward completion of the required course work.
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 in history at the graduate level (5000-6000).
2. The satisfactory completion of **HIST 6003** Historical Methods and **HIST 6053** Historiography.
3. The satisfactory completion of twelve (12) hours in the primary area of concentration, including at least three (3) hours in Readings courses and three (3) hours in Seminar courses.
4. The satisfactory completion of an additional six (6) hours in areas of concentration other than the primary area of concentration.
5. The satisfactory completion of an additional six (6) hours in any area of concentration, three (3) hours of which must be a Seminar course.
6. All course work must be completed within six (6) years of admission to the degree program.
7. Successful completion of written comprehensive examinations on the completed course work. Comprehensive examinations will comprise two (2) written exams in the primary area of concentration and one in either of the other two (2) areas of concentration. Candidates will receive additional information from the Program Director upon admission to candidacy.
8. No more than nine (9) hours combined of 5000 level courses, **HIST 6891-4** Independent Study, and **HIST 6881-3** Workshop may be counted towards the degree.
9. No more than two (2) course grades of "C" will be considered acceptable during the student's program, and no grade lower than "C" will be considered toward completion of the required course work.

Special Conditions of Graduate Credit

Graduate Credit Taken Prior to Admission to Arkansas Tech University

A maximum of six (6) 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 Graduate College Dean. 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 (6) 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 Graduate College Dean. 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 Graduate College Dean.

Master of Arts
Multi-Media Journalism

The Master of Arts in Multi-Media Journalism is a program designed to prepare students for careers in media that are 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.

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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 College.
2. Applicants must have completed the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) and have scores on file in the Graduate College.
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.
5. Approval from the Program Director.

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 (12) 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 (12) semester hours.

If a student was admitted conditionally based on grade point average, the condition will be met if upon completion of twelve (12) semester hours a cumulative grade point average of 3.00 or better has been achieved.

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 College monitor the student's progress as he/she progresses 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 (12) 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 (12) 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:

   JOUR 5023 Social Media
   JOUR 5043 Journalism Ethics
   JOUR 6013 Visual Storytelling
   JOUR 6023 Video Production for New Media
   JOUR 6053 Media and Society
   JOUR 6133 Multi-Media Publishing
   JOUR 6193 Journalistic Writing for Multi-Media
   JOUR 6331-3 Professional Portfolio

Electives 6 Hours*

*Electives may be chosen from the following Journalism courses.
JOUR 5033 Community Journalism
JOUR 5073 Graphic Communication
JOUR 5083 New Communication Technology
JOUR 5113 History of American Journalism
JOUR 5123 Laws of Communication
JOUR 5163 Advanced Photography and Video
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 (6) 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 six (6) 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 Graduate College Dean. 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 (6) 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 Graduate College Dean. 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 Graduate College Dean.

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.The student who graduates with a Master of Arts degree in Spanish should be prepared for a career in education, an occupation in the private sector, or further study in graduate school. Each graduate of the Spanish MA program at Arkansas Tech University should be able to accomplish the following:

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Program Director
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1. Demonstrate ability to conduct original research.
2. Demonstrate competence in oral and written Spanish.
3. Demonstrate ability to read, analyze, and interpret works of literature and culture.
4. Demonstrate a solid foundation in Peninsular and Spanish-American literature.

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 College.
2. Applicants must have earned a minimum cumulative 3.00 grade point average on a 4.00 scale in at least 36 hours of Spanish at the undergraduate level or demonstrate proficiency through a program entrance exam administered by the program director.
3. Résumé
4. Approval from the Program Director.

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 (12) 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 (12) semester hours. If a student was admitted conditionally based on grade point average, the condition will be met if upon completion of twelve (12) semester hours a cumulative grade point average of 3.00 or better is achieved.

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 College 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 (12) 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 (12) 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 Spanish under the Thesis Option must complete the following:

1. A minimum of 30 semester hours in Spanish at the graduate level (5000-6000) with no more than twelve (12) hours of 5000-level courses.

2. The satisfactory completion of the following twelve (12) hours:

   SPAN 6003 Introduction to the MA in Spanish
   SPAN 6023 Literary Theory
   SPAN 6403 Advanced Spanish Grammar
   SPAN 6503 History of the Spanish Language

3. The satisfactory completion of the following twelve (12) hours:

   SPAN 5000-6000-level Electives (12 hours)

4. The satisfactory completion of the following 6 hours:

   SPAN 6993 Thesis (6 hours)

5. The satisfactory completion of a comprehensive exam.
6. The completion of all degree requirements within six (6) years of admission to the degree program.

Option II: Non-thesis Option

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

1. A minimum of 30 semester hours in Spanish at the graduate level (5000-6000) with no more than 15 hours of 5000 -level courses.
2. The satisfactory completion of the following twelve (12) hours:

   SPAN 6003 Introduction to the MA in Spanish
   SPAN 6023 Literary Theory
   SPAN 6403 Advanced Spanish Grammar
   SPAN 6503 History of the Spanish Language

3. The satisfactory completion of the following 18 hours:

   SPAN 6000-level Elective (3 hours)
   SPAN 5000-6000-level Electives (15 hours)

4. The satisfactory completion of a comprehensive exam.
5. The completion of all degree requirements within six (6) 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 six (6) 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 Graduate College Dean. 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 (6) 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 Graduate College Dean. 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 Graduate College Dean.

Master of Arts in Teaching

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The University has an interest for providing additional opportunities for individuals to become highly qualified teachers in Arkansas. The Master of Arts in Teaching is a program of study to prepare candidates for teacher licensure in Arkansas.

Candidates who complete the program of study may be recommended to Arkansas Department of Education for licensure as teachers in the grade ranges and content areas listed below:
Early Childhood, grades P - 4
Middle Childhood, grades 4 - 8
Secondary Education, grades 7 - 12

Business, Life/Earth Science
English, Physical/Earth Science
Mathematics, Physical Education, Wellness and Leisure
Social Studies, Music (Instrumental & Vocal)

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Arts in Teaching degree program if they meet the admission requirements for Graduate College. Additional requirements for applicants include a 2.75 or above GPA in the undergraduate degree or a 3.0 GPA in the last 30 hours.

Conditional Admission

Applicants who fail to meet all of the departmental requirements may be accepted conditionally provided certain deficiencies are met prior to the completion of twelve (12) semester hours of graduate work.

Academic Advisors

The academic advising process for degree students begins at the time that the student is admitted to the Graduate College. When the student is admitted, they need to meet with the Program Director 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 which outlines all major steps in completing the degree and a degree plan outline, a 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 program director; and is assigned to an advisor (usually the program director). Subsequently, the academic advisor and the Graduate College 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.

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 for the internship.
4. Ensuring that the student is aware of assistance and services provided for graduate students by various university offices.

General Requirements

1. Thirty-six semester hours must be completed.
2. An internship in the public school must be successfully completed.
3. 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 six (6) hours of "C" grades. A student receiving more than six (6) hours of "C" or grades lower than "C" should refer to the section of the catalog on "Academic Probation and Dismissal."
4. Twenty-Seven hours of graduate work must be taken while in residence at Arkansas Tech University*. Full-time residence is not required.
5. The master's degree program must be completed within six (6) years from the time of admission to the graduate program.

*A maximum of nine (9) 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 or department head.

Degree Requirements

Core Courses for Early Childhood, Middle Level, and Secondary Levels (18 hours)

MAT 5703 Technology for Teaching and Learning
MAT 6503 Classroom and Behavioral Management
MAT 6043 Principles and Theories of Learning
MAT 6003 Educational Research
MAT 6053 The At-Risk Child in the School Environment
MAT 6403 Social, Historical, and Legal Factors in Education

P-4 Track (18 hours)

MAEC 6213 Early Childhood Curriculum for Young Children
MAEC 6033 Principles of Child Development and Classroom Management
MAEC 6163 Instruction and Assessment for Diverse Learners
MAEC 6323 Diagnostic Literacy Instruction and Interventions
MAEC 6806 Internship (all coursework in program must be completed to enroll in MAEC 6806)

Middle/Secondary Track (18 hours)

MAMS 5333 Teaching Literacy in the Content Areas
MAMS 6303 Models of Teaching
MAMS 6063 Educational Assessment
MAMS 5303 Middle School Philosophy and Organization
MAMS 6806 Internship (all coursework in program must be completed to enroll in MAMS 6806)

Extra courses required by Arkansas State Department for licensure purposes:

Arkansas History (***P-4, Middle Level, and Secondary social studies majors***)

Two courses in Language and Literacy; ECED 3183 and ECED 3283 (***P-4 and Middle Level***)

A Human Development Course based on the major (***Middle Level or Secondary Level***)

Candidacy

Graduate students admitted unconditionally must apply for candidacy to the selected degree program upon completion of twelve (12) 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.

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an "Application for Graduation" at the Registrar's Office. FALL GRADUATES MUST APPLY FOR GRADUATION IN AUGUST DURING THE FIRST WEEK OF FALL SEMESTER CLASSES. SPRING AND SUMMER GRADUATES MUST APPLY FOR GRADUATION IN JANUARY DURING THE FIRST WEEK OF SPRING SEMESTER CLASSES.

Special Conditions of Graduate Credit

Graduate Credit Taken Prior to Admission to Arkansas Tech University

A maximum of nine (9) 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 Graduate College Dean. 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 (6) 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 Graduate College Dean. 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 Graduate College Dean.

Master of Arts
Teaching English to Speakers of Other Languages

The Master of Arts degree in Teaching English to Speakers of Other Languages (TESOL) includes the four courses prescribed by the Arkansas Department of Education for ESL endorsement within a flexible degree program. The MA in TESOL can enhance the credentials of K-12 teachers, prepare students for careers in post-secondary teaching in the United States or overseas, and serve as a foundation for doctorial-level studies.

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Students who complete the MA in TESOL should be able to:

1. Demonstrate knowledge of the theory and practice of teaching English to speakers of a second language.
2. Generate writing that demonstrates as advanced ability to analyze and synthesize.
3. Conduct original research.

Unconditional Admission

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

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 (12) 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 (12) semester hours. If a student was admitted conditionally based on grade point average, the condition will be met if upon completion of twelve (12) semester hours a cumulative grade point average of 3.00 or better is achieved.

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 College monitor the student's 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 (12) 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 (12) 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 30 semester hours of graduate work.

   TESL 5023 or ENGL 5023 Second Language Acquisition*
   TESL 5703 or ENGL 5703 Teaching English as a Second Language*
   TESL 5713 or ENGL 5713 ESL Assessment*
   TESL 5723 or ENGL 5723 Teaching People of Other Cultures*

   TESL or ENGL 5000-6000 level Electives selected from the following (18 smester hours):

   TESL 6003 Linguistics for ESL Teachers
   TESL 6013 Modern English Grammar and Usage or ENGL 6013 Structure of the English Language
   TESL 6023 Language and Society
   TESL 6033 Oral and Written Communication or ENGL 6023 Composition for Teachers
   TESL 6053 Tesol Assessment Strategies

TESL 6063 Instructional Strategies in Content Areas and
TESL 6143 Reading for English Language Learners
TESL 6863 TESOL Practicum or **ENGL 6863** TESL Practicum
ENGL 5083 Seminar in English Language
ENGL 6033 Rhetoric
ENGL 6083 Seminar in Linguistics
ENGL 6283 Literature and Society

*Note: These four courses compose the course work required by the Arkansas Department of Education for an ESL endorsement to an Arkansas Teaching License.

2. The satisfactory completion of an examination based on three MA TESOL courses selected by the student. Licensed teachers who complete **TESL 6863** TESOL Practicum are exempt from the examination requirement.
3. The maintenance of a cumulative grade point average of at least 3.00 on all graduate work attempted at Arkansas Tech University toward the fulfillment of the MA TESOL requirements with a maximum of six (6) hours of "C" grades.
4. The completion of a minimum of 24 semester hours of graduate work at Arkansas Tech University. Full-time residence is not required.
5. The completion of all degree requirements within six (6) 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 six (6) 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 Graduate College Dean. 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 (6) 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 Graduate College Dean. 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 Graduate College Dean.

Wellness Science Course Descriptions

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.

Theatre Course Descriptions

TH 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.

Note: The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

Teach English Second Language Course Descriptions

TESL 5023: Second Language Acquisition

This course provides an introduction to the major theories of language acquisition and their applications to the instruction of ESL students.

Note: Required for the ESL Endorsement in Arkansas.

TESL 5703: 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.

Note: Required for the ESL Endorsement in Arkansas.

TESL 5713: ESL 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.

Note: Required for the ESL Endorsement in Arkansas.

TESL 5723: 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, and ethnicity.

Note: Required for the ESL Endorsement in Arkansas.

TESL 6003: Linguistics for ESL Teachers

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: Oral and Written Communication

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 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 6063: Instructional Strategies in Content Areas

Prerequisites: TESL 5023, 5703, 5713, and 5723.

Participants will learn strategies to help English language learners acquire the English language and content area objectives specified by the Arkansas core curriculum standards and the English language proficiency standards.

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.

TESL 6143: Reading for English Language Learners

Prerequisite: TESL 5023, TESL 5703,TESL 5713, and TESL 5723.

This course will examine major differences between first and second language learners of English who are developing reading skills as well as appropriate and effective activities to promote vocabulary development and reading skills for learners whose second language is English.

TESL 6863: TESOL Practicum

Prerequisite: Completion of the 27 hours required for the MA degree or permission of the instructor.

TESL 6863 is an applied capstone course, designed for teachers to document their instruction of ESOL students, based on the 12 national ENL (English as a New Language) standards.

TESL 6891,6892,6893,6894: Independent Study

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the University's graduate program.

TESL 6991: Project or Thesis Research Continuation

This course allows students additional time to research and compose their capstone project/portfolio.

Speech Course Descriptions

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.

Note: 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.

Note: 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.

Note: May not be taken for credit after the completion of SPH 4063.

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.

Note: 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 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.

Note: The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

Special Education Course Descriptions

SPED 5003: Characteristics of Children with Exceptionalities

Chronically disabling conditions that occur frequently in children with educational handicaps are reviewed. Emphasis is on early identification and detection of at-risk or failure-to-thrive children.

SPED 5013: Assessment and Design (birth-4th grade)

A study of the theory, materials, methods and instructional techniques applicable to special needs analysis. Also offers a brief examination of experiences during the early childhood education years - birth through fourth grade. This course examines challenged literacy development encompassing writing, reading, and oral language development of young children in the home and school environment.

SPED 5023: Planning Instruction for Children with Exceptionalities

This is a study of current theories and procedures utilized in the development of programs for children with special needs. Focus is on disciplines, strategies, and materials involved with special needs instruction planning and execution.

SPED 5033: Working with Families of Children with Exceptionalities

This course is a brief examination of the impact of children with special needs on the roles within the family. Study will also briefly examine impact of specialized educational programs and their role in aiding and assisting families.

SPED 5043: Supervised Practicum

This class is a supervised participation in an appropriate school, or institution dealing with early childhood exceptionalities, and providing a practical, hands-on application of teaching methods and ideas.

SPED 5053: Planning Instruction for Children with Exceptionalities, 4th ? 12th Grades

Offered: Once per calendar year

This course is a hands-on course in planning for the instruction of children, specifically children in the middle and secondary grades, with disabilities. Actual policies and paperwork mandated by the Arkansas Department of Education will be used in teaching how to develop an individualized plan for a special needs child. The focus is on disciplines, strategies, and materials involved with special needs collaboration, planning, and implementation.

SPED 5063: Supervised Practicum: Grades 4th - 12th

Offered: Once per calendar year

Prerequisites: SPED 5003, SPED 5013, SPED 5053, SPED 5033, EDFD 6053, or advisor approval.

This class is a supervised participation in an appropriate school, or institution dealing with children with exceptionalities, grades 4-12; and providing a practical, hands-on application of teaching methods and ideas.

Spanish Course Descriptions

SPAN 5023: Introduction to Spanish Linguistics

The purpose of this course is to provide graduate students with the fundamental knowledge of Spanish linguistics as the basis for future application of linguistic principles. This course explores Spanish phonetics, phonology, morphology, syntax and semantics.

SPAN 5203: Short Story

An analysis of Spanish-language short stories.

Note: May be repeated for credit after completion of SPAN 4203 if course content differs.

SPAN 5213: Spanish Literature

A survey of the literature of Spain with readings from representative works.

Note: May not be taken for credit after completion of SPAN 4213.

SPAN 5223: Spanish-American Literature

A survey of Spanish-American literature with readings from representative works.

Note: May not be taken for credit after completion of SPAN 4223.

SPAN 5283: Seminar in Spanish

Selected topics on language, literature, or culture in the Americas and Spain.

Note: May be taken for credit after SPAN 4283 or SPAN 5283 if content differs.

SPAN 5803: Spanish-Language Film

An introduction to Spanish-language film theory and major films.

Note: May be taken for credit after SPAN 4803 if content differs.

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 6023: Literary Theory

Examination of the fundamental concepts of literary theory and criticism and their applications to Spanish texts, poetry, narrative, and drama.

SPAN 6063: Spanish American Literature and Culture

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 6133: Seminar in Spanish Literature

Seminar in Spanish Literature will be a seminar-style course that examines major writers in Spanish literature. The course will examine each work within its structure. Particular attention will be paid to social, intellectual, and existential aspects.

Note: Course may be repeated if content differs.

SPAN 6163: Spanish Literature and Culture

A study of Peninsular literature, emphasizing works that give representative expression to the thought and cultural patterns of their times.

SPAN 6283: Seminar in Spanish

Selected topics on language, literature, or culture in the Americas and Spain.

Note: Course may be repeated if content differs.

SPAN 6403: Advanced Spanish Grammar

This course is designed to provide more advanced grammatical and syntactical features, increased ability with idiomatic expressions, and vocabulary enlargement.

SPAN 6503: History of the Spanish Language

An examination of different aspects involved in the development of the Spanish language. Topics to be considered may include, among others, the evolution of different linguistic systems of Spanish and the socio-cultural factors and context that influenced its development. The course will entail analysis of texts that reflect changes in language. Usage and attitudes toward language.

SPAN 6701: Teaching College Spanish

Teaching college Spanish is a graduate-level introduction to second language learning/teaching theory, methodology, and practice. Supervised teaching, preparation of instructional and testing materials, and practice in evaluation. Readings and bibliographic work in second language learning/teaching theory, practice, and research.

Note: Required of all graduate assistants.

SPAN 6883: Workshop

Prerequisite: Permission of instructor

The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

SPAN 6891,6892,6893,6894: Independent Theory

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 6991: Project or Thesis Research Continuation

This course allows students additional time to research and compose their capstone project/portfolio.

SPAN 6993: Thesis Research

Prerequisite: Permission of the instructor or department head.

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

Secondary Education Course Descriptions

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.

SEED 6881,6882,6883: Workshop

Prerequisite: Permission of instructor.

The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

SEED 6891,6892,6893,6894: 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.

Note: 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 (6) 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.

Psychology Course Descriptions

PSY 5013: History of Psychology

Prerequisite: Graduate standing in psychology or instructor and program 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 program director permission.

Theory of psychological testing, statistical procedures and training in administration, scoring, and profiling of various tests of ability, achievement, interests, and personality.

$20 testing fee.

PSY 5043: Social Psychology

Prerequisite: Graduate standing in psychology or instructor and program 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 program director permission.

The study of general perceptional 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 program 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 6003: Advanced Principles of Psychology I

Offered: Once a year

Prerequisites: Admission to graduate school or permission of psychology graduate coordinator.

This is the first course in a two course sequence covering the basic principles of psychology from an advanced standpoint. The course will emphasize the research the theories of psychology are based on, the logical and empirical adequacies of modern theories of psychology, and the application of psychology in the workplace and human service settings. Research, application, and other considerations for graduate psychology students will be emphasized. The core concepts covered in this course include history of psychology, research methods and statistics, biopsychology, learning, memory, cognition, language, consciousness, and cognitive abilities.

PSY 6013: Advanced Statistics

Prerequisite: PSY 2053 or equivalent and graduate standing in psychology or instructor and program 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 program 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 program 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 program 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 program 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 program 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 program director permission.

An examination of selected writings and research of major personality theories.

PSY 6083: Seminar in Psychology

Prerequisites: PSY 6013, PSY 6023, nine 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 Program Director in Psychology.

PSY 6091,6092,6093: Advanced Field Placement

Prerequisites: Successful completion of 30 graduate hours in psychology, six 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.

Note: The purchase of Professional Liability Insurance is required.

PSY 6103: Advanced Principles of Psychology II

Offered: Once a year

Prerequisites: Admission to graduate school or permission of psychology graduate coordinator.

This course is the second course in a two course sequence covering the basic principles of psychology from an advanced standpoint. The course will emphasize the research the theories of psychology are based on, the logical and empirical

adequacies of modern theories of psychology, and the application of psychology in the workplace and human service settings. Research, application, and other considerations for graduate psychology students will be emphasized. The core concepts covered in this course include a review of research methods and statistics, motivation, emotion, human development, personality, health and stress, psychology disorders and treatments, social cognition and social psychology, I/O psychology, and neuropsychology.

PSY 6891,6892,6893,6894: 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.

Note: The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

PSY 6991: Project or Thesis Research Continuation

This course allows students additional time to research and compose their capstone project/portfolio.

PSY 6993,6994,6995,6996: Thesis Research

Prerequisites: 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.

Political Science Course Descriptions

POLS 6893: Independent Study

Prerequisite: Permission of the instructor or 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.

Note: The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

Physics Course Descriptions

PHYS 6881,6882,6883,6884: Workshop

The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

Physical Science Course Descriptions

PHSC 6883: Workshop

Prerequisite: EDFD 6003 or permission of instructor.

The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

Philosophy Course Descriptions

PHIL 5093: American Philosophy

Prerequisite: Permission of the instructor or Department Head.

An examination of the main currents of American philosophical and religious thought from the earliest times to the present.

Physical Education Course Descriptions

PE 6013: Principles of Physical Education

Prerequisites: PE 2523, PE 4103, and three (3) 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

Prerequisite: 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

Prerequisite: 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 6881,6882,6883: Workshop

Prerequisite: Permission of instructor.

The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

PE 6891,6892,6893,6894: 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.

Note: 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.

Nursing Course Descriptions

NUR 6103: Theoretical Perspectives

This course is designed to provide the student with the skills necessary to critique, evaluate, and apply theories from nursing and related healthcare disciplines. Philosophical and theoretical underpinnings of the nursing discipline will be explored with in depth discussion of knowledge development and theory analysis. Students will study a selected phenomenon in depth and learn the strategies for concept analysis and development.

NUR 6203: Research Design and Methods

This course focuses on quantitative and qualitative research design with an emphasis on strategies for incorporating current research findings into the provision of healthcare to improve quality of care and care delivery. Students will identify common problems in nursing and healthcare systems, and determine the most appropriate research methodology for finding or creating solutions. Students are expected to critically appraise published research and develop appropriate and creative methods for utilizing current research findings in a variety of healthcare settings.

NUR 6213: Epidemiology

This course will prepare the nurse administrator to study the health-related states of client populations and apply epidemiological, social, and environmental data to the health status of individuals, families, groups, and communities. Students will examine environmental and occupational hazards leading to disease and evaluate preventative and therapeutic measures that are available within healthcare delivery systems. Current epidemic and pandemic issues will be discussed in addition to biological, chemical, and radiological threats.

NUR 6303: Law, Ethics, and Health Policy in Healthcare

This course is an overview of current trends in healthcare today and the legal/ethical issues with which the nurse manager in healthcare systems may confront. Students will examine ontemporary social, economic, ethical, and legislative issues influencing healthcare policy. Such issues as legal liability of professionals, legal compliance, ethical standards and personnel law will also be examined.

NUR 6313: The Role of the Nurse Administrator

This course will prepare the graduate to analyze theories and research relevant to the role of nurse administrator as leader and manager. Emphasis will be placed on the internal and external forces influencing the nurse administrator role. Seminars will focus on healthcare policy, organization, healthcare delivery systems, and fiscal management. The graduate will be able to assume a leadership role in the managing of human, fiscal, and physical healthcare resources in a variety of healthcare settings.

NUR 6403: Non-Thesis Project

Directed research study of a topic selected by the student, incorporating literature review of current research findings and a written project proposal. This course is designed to provide an opportunity for the student to identify a topic of interest and propose a strategy for implementation of a new program of system change.

NUR 6503: Organizational Behavior and Human Resource Management

Prerequisite: NUR 6313

This course deals both with human resource issues in the healthcare organizations and with the theoretical foundations of organizational development as an applied behavioral science. Attention will be directed to the dynamics of contemporary human relations in healthcare organizations.

NUR 6513: Fiscal Management in Health Care System

Prerequisite: NUR 6313

Financial management and systems development in a changing health care environment are the focus of this course. This course begins with a basic review of accounting systems in health care facilities. Key concepts such as cost behavior and analysis, budgeting, and internal controls are all explored. Strategic planning and implementation will also be examined.

NUR 6526: Nursing Administration Practicum

Prerequisites: 24 hours of core courses and NUR 6503 and NUR 6513.

This course is designed to promote student application of theory to practice. Students, with faculty approval, will select the healthcare setting and nurse administrator for the practicum. Students will be required to plan their studies, set specific learning objectives, and provide formal written reports on their findings. The nurse administrator should work closely with his/her preceptor to assess job requirements, analyze budgets and budgetary needs, and develop a plan to provide quality, cost-effective nursing care to patients.

NUR 6603: Crisis Intervention in Disasters

This course is designed to prepare the nurse administrator to develop a crisis intervention program and to understand a wide range of crisis intervention strategies including pre and post incident crisis education, crisis intervention for individuals, significant other support services, demobilizations after large scale traumas/disaster, small group defusing, and group intervention. The nurse administrator should have the knowledge necessary to assess, plan, organize, implement, and evaluate a crisis intervention program.

NUR 6991,6992,6994,6995,6996: Research Thesis/Project

This course is directed research on a thesis topic selected by the student in consultation with a supervising professor. The student will be required to present the thesis in a seminar to faculty and other graduate students.

Museum Course Descriptions

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.

Music Course Descriptions

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 5853: Music of the World's Peoples

Cross-listed: ANTH 5853

A survey of predominantly non-Western world music cultures with attention to sonic structures, musicians, musical instruments, and socio-cultural contexts of music making. Listening emphasized.

Note: Open to students in all majors.

MUS 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.

Note: The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

Teaching / Learning / Leadership Course Descriptions

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 6233: Advanced Teaching and Learning

Prerequisite: MTLL 6223.

In this course the graduate student pursuing the NTL option will continue the exploration of teaching and learning theories and research-based classroom practices to promote improved student learning.

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 6252: Communication Advocasy & Policy Development for the Master Teacher

Effective means of communicating classroom related issues, in order to be an advocate for teaching and learning practices that make a difference in teaching and learning, will be examined in this course as well as ways for the teacher to impact policy development at the district, state, and national levels.

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.

MTLL 6292: Evaluation of Classroom Learning for the Master Teacher

Assessment, to evaluate student performance, will be explored with the emphasis being on authentic assessments.

MTLL 6551: Intern Practicum

The purpose of the Intern Practicum is to provide the Non-Traditional (NTL) graduate student with an opportunity to apply theory and practice into experiences in the classroom.

$25 internship fee.

Middle Level Education Course Descriptions

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 divers middle level classroom.

Management Course Descriptions

MGMT 5053: Small Business Management

Prerequisite: MGMT6003

Application of business management principles to the creation and operation of small scale enterprises. Emphasis on the preparation and implementation of business plans for such enterprises. There is a required research project.

MGMT 5083: Business Policy

Prerequisites: 21 hours must be completed toward the program requirements.

As the capstone course in the MSBA, this course examines the application of strategic management processes, including top management's role in situational analysis, strategy selection, strategy implementation, and strategic control, under conditions of uncertainty. There is a required research project.

MGMT 5203: Project Management

Prerequisites: Graduate standing in the School of Engineering, COMS 1003 or BUAD 2003 or higher level microcomputer applications course, or instructor approval.

This course explores the techniques of organizing the main elements of project management: people, cost, schedule, and scope. The course emphasis is aimed toward a practical understanding of Project Management for future business leaders and engineers. Students will learn to utilize information technology that aids in the visualization and documentation of the project planning and management process.

Note: May not be taken for credit after MGMT 4203.

MGMT 5223: Leadership: Ideas and Images in Art, Film, History, and Literature

Prerequisites: MGMT6003

This course probes the definition, meaning, practice, and paradox of leadership by exploring ideas and images found in diverse domains such as film, art, literature, and history. These ideas and images are used as a platform for examining leadership challenges and for developing personal insights into leadership practice, issues and values. There is a required research project.

MGMT 6003: Survey of Management and Organizational Behavior

This course examines the principles and theories of corporate management including planning, organizing, leading, controlling, staffing, decision making, ethics, organizational influence, behavior, change and development. There is a required research project.

Mechanical Engineering Course Descriptions

MCEG 5043: Physical Metallurgy

Prerequisites: MCEG 2023, MCEG 3013, and MCEG 3313.

This course provides the student with an in-depth background to the mechanisms and applications of dislocation motion, crystal plasticity, phase transformations and solidification processes. Common industrial and experimental processes are studied for both ferrous and non-ferrous materials.

Note: May not be taken for credit after completion of MCEG 4043.

MCEG 5053: Corrosion Principles

Prerequisites: MCEG 2023, MCEG 3313, CHEM 2124.

This course provides the student with an introductory study on the principles, mechanisms and chemistry of material corrosion. The study will extend to material failures linked to corrosion processes and effects of environment on corrosion potiontial and kinetics.

Note: May not be taken for credit after completion of MCEG 4053.

MCEG 5323: Power Plant Systems

Prerequisites: MCEG 3313, MCEG 4403.

A study of the design and operation of steam-electric power plant components and sytems. Fossil and renewable entergy plants are emphasized.

Note: May not be taken for credit after completion of MCEG 4323.

MCEG 5343: Internal Combustion Engines

Prerequisites: MCEG 3313, MCEG 4403.

A study of the operating and design principles of internal combustion engines. The course will cover combustion cycles, emissions and performance analysis and testing.

Note: May not be taken for credit after completion of MCEG 4343.

Lecture three (3) hours with lab exercises.

MCEG 5413: Finite Element Analysis

Prerequisites: ELEG 2103, MCEG(ELEG) 3003, and MCEG 3013.

Introduction to approximate methods using finite elements. Development of the finite element method using variational formulations. Applications include machine design, mechanical vibrations, heat transfer, fluid flow, and electromagnetics.

MCEG 5453: Energy Management

Prerequisites: MCEG 3313, MCEG 4403, MCEG 4443, or consent of instructor.

Energy management in commercial building and industrial plants. Utility rate structures. Sources of primary energy. Energy conversion devices. Prime movers of energy. Heat. Electricity. Lighting. HVAC Equipment. Building envelope. Electric motors. Estimating energy savings. Economic justification. Energy auditing.

MCEG 5463: Heating, Ventilating, and Air-Conditioning Design

Prerequisite: MCEG 3313.

A study of the principles of human thermal comfort including applied psychrometrics and air-conditioning processes.

Fundamentals of analysis of heating and cooling loads and design of HVAC systems.

Note: May not be taken for graduate credit after completion of MCEG 4463.

MCEG 5473: Mechanical Vibrations

Offered: approximately, every other year

Prerequisites: MCEG 2033, MATH 3243.

The study of free and forced vibration of single degree-of-freedom systems, response to harmonic, periodic and non-periodic excitations. Mult degree-of-freedom systems and matrix methods are explored. Computational techniques for predicting system response of continucous systems are introducted.

Note: May not be taken for credit after completion of MCEG 4473.

MCEG 5503: Nuclear Power Plants I

Prerequisites: MCEG 3503, MCEG 4403.

A study of the various types of nuclear reactor plants including the methods used for entergy conversion. Relative advantages/disadvantages of various plant types investigated.

Note: May not be taken for credit after completion of MCEG 4503.

MCEG 5993: Special Problems in Engineering I

Prerequisite: Permission of instructor

A individual or group study in an advanced area of engineering under the direction of a faculty advisor. May be taught in conjunction with an associated MCEG 4993 section.

Note: May not be taken for credit after gaining credit for a 4993 section with the same topic.

MCEG 6013: Continuum Mechanics

Offered: Once every two years

Prerequisites: Graduate admission and MCEG 3013 or equivalent

Development of field equations and generalized constitutive expressions for fluid and solid continua. Topics include: tensor analysis, kinematics, conservation of mass and momentum, and invariance and symmetry principles.

MCEG 6023: Elasticity

Offered: Once every two years

Prerequisites: MCEG 6013.

Analysis of stress and strain in two and three dimensions, equilibrium and compatibility equations, torsion of non-circular members, and variational methods.

MCEG 6323: Energy Systems

Prerequisites: MCEG 4433, MCEG 4403 or permission of instructor.

A study of various energy sources and the production of usable energy from them. Conventional and alternative energy sources are covered as well as economic environmental concerns.

MCEG 6443: Advanced Heat Transfer

Prerequisites or Co-requisites: MCEG 3313, 4403, 4443, or permission of instructor.

A study of the advanced principles of heat transfer: numerical methods in heat transfer, advanced boundary layer theory, advanced thermal radiation topics, and heat exchangers.

MCEG 6503: Reactor Physics

Prerequisites: PHYS 3213, MCEG 3503, MATH 5243.

A study of the fundamental physical principles in the operation and design of nuclear reactors. Includes neutron-nucleus interations, neutron entergy spectra and energy dependent cross sections, neutron transport and diffusion theory, multi-group approximations, criticality calculations, and reactor analysis and design mehtods.

MCEG 6513: Radiation Measurement

Prerequisites: MCEG 3503, MCEG 3512.

The study of radiation techniques and equipment used by scientists and engineers. Topics of interest will include techniques and equipment for detecting ionizing radiation below about 20 MeV, coincidence counting methods, and reactor laboratory experiments (as available).

Lecture two (2) hours, lab three (3) hours.

MCEG 6523: Nuclear Materials

Prerequisites: MCEG 2023 and MCEG 3503.

A study of the properties of materials utilized in nuclear reactors, shielding systems, and other systems exposed to radiation. Emphasis will be placed on understanding and mitigation the damage of such materials by neutron and gamma radiation.

MCEG 6533: Radiation Interactions and Shielding

Prerequisites: MCEG 3503, MCEG 3523.

Radiation Interactions and Shielding. Basic principles of radiation interactions, transport and shielding. Radiation sources, nuclear reactions, radiation transport, photon interactions, dosimetry, and shielding design will be covered.

MCEG 6881,6882,6883: Workshop

Prerequisite: Permission of instructor.

The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

MCEG 6891,6892,6893,6894,6895,6896: Independent Study

Prerequisites: Completion of 18 hours toward program requirements, approval of advisor.

Students will complete an engineering project approved by their Advisory Committee. The project must include elements of engineering design and project management with a subject relevant to the student's program of study. Successful completion of the project will include a professional report and full presentation of the project findings/results.

Mathematics Course Descriptions

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.

Note: MATH 5103 may not be taken for credit after completion of MATH 4103 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.

Note: 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 5243: Differential Equations II

Prerequisites: MATH 3243 and MATH 4003 or consent of the instructor.

A continuation of MATH 3243 with emphasis on higher order and systems of differential equations.

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.

Note: May not be taken for credit after the completion of MATH 4273 or equivalent.

MATH 5343: Introduction to Partial Differential Equations

Prerequisites: MATH 2934 and MATH 3243.

This course is an introduction to partial differential equations with emphasis on applications to physical science and engineering. Analysis covers the equations of heat, wave, diffusion, Laplace, Dirichlet and Neumann equations. Course is suitable for senior level or first year graduate students in Mathematics, Physics, and Engineering.

MATH 6213: Methods in Teaching Middle School Mathematics

Prerequisite: Permission of 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 6881,6882,6883: Workshop

Prerequisite: Permission of instructor.

The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

MATH 6891,6892,6893,6894: 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.

Note: The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

MATH 6991: Project or Thesis Research Continuation

This course allows students additional time to research and compose their capstone project/portfolio.

Master Arts Teaching Course Descriptions

MAT 5703: TECHNOLOGY/TEACHING/LEARNING

This is a research-based course involving applications of media techniques to facilitate learning. Media presentations are planned and implemented using practical and theoretical considerations about learning characteristics, exceptionalities, and cultural differences. Various projection techniques as well as microcomputer application are utilized.

MAT 6003: EDUCATIONAL RESEARCH

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

MAT 6043: PRINCIPLES/THEORIES/LEARNING

This course introduces teacher candidates to educational psychology as a research oriented discipline and a science of practical application.

MAT 6053: AT-RISK CHILD/SCH ENVIRONMENT

A seminar designed to investigate the characteristics of the at-risk student, the teaching strategies utilized to meet the needs of the at-risk student in the classroom, and the national and state laws concerning students with exceptionalities.

MAT 6403: SOCIAL/HIST/LEGAL FACTORS/EDU

This course examines the study of education and various social groups, including the effects of various societies and educational systems. It also examines the legal factors that must be considered in the educational process.

MAT 6503: CLASSROOM/BEHAVIORAL MGMT

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. It includes a practicum involving field experiences in the public school.

Master Arts Early Childhood Course Descriptions

MAEC 6033: PRIN CHILD DEV/CLASSROOM MGMT

This course is a study of the developmental stages, cognitive perceptions, and information processing of young children and classroom management techniques based on these characteristics for use in early childhood environments.

MAEC 6163: INSTRUCT/ASSESS/DIVERSE LEARN

This course examines the aligning of instruction and assessment in academic subjects by planning, implementing, and using evaluation strategies desifned to facilitate cognitive content for diverse learners. It also addresses porfessional and ethical issues regarding instruction, assessment, and evaluation of learners with emphasis upon the early childhood learner.

MAEC 6213: EARLY CHILD CURR/YOUNG CHILD

This course examines curriculum development and analysis of early childhood educational settings. The course also requires that students apply the theories and principles to instructional planning, teaching, managing, and assessing students in the public school classroom.

MAEC 6323: DIAGNOST/LITERACY INSTR/INTERV

A course designed to study current practices in assessing young children's reading and writing development for the purpose of diagnosing and planning instruction and interventions.

MAEC 6806: INTERNSHIP

The internship will provide a direct, substantial, and full-day, experience for a miniumum of 12 weeks with an early childhood emphasis. Types of embedded professional development include action research, peer coaching, networking, portfolio development, teaming, live case studies, curriculum design, needs assessment, data collection, and data analysis. The placement of candidates in the field is a thoughful process, considerate of a complexity of standards, policies, procedures, agreements, and partnerships with the public schools, rules, regulations, and budgetary contraints as well as the special needs, harships in housing and transportation, and employment futures of teacher candidates.

Library Media Course Descriptions

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 (9) 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 6033: The Instructional Role of the Library Media Specialist

A course for the prospective school library media specialist focusing on the instructional role of the school library media specialist. Students will develop curriculum based upon the national and state standards for library media specialist.

LBMD 6043: Preservation of Instructional Materials

The tools and skills for preservation of materials used in education today will be emphasized. Preservation of printed, audio, video, and digital materials are just some of the techniques of study.

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.

Liberal Arts Course Descriptions

LA 6013: Introduction to the Liberal Arts

A study of the ideas, methods, and resources appropriate to the disciplines in the liberal arts.

LA 6711,6712,6713: Liberal Arts Project

Completion of creative or research project. Grade received for successful completion of project is credit (CR).

Journalism Course Descriptions

JOUR 5023: Social Media

This course offers students a solid understanding of social media, its roots, and how to effectively utilize this culture from personal and corporate perspectives.

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 5043: Journalism Ethics

A study of ethical theory and basic principles needed in solving ethical challenges facing media professionals.

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.

Note: May be repeated for credit as JOUR 5053 when course content changes.

JOUR 5073: Graphic Communication

Presents the elements of effective print design as well as the other decision making processes involved with creating an effective visual communication (type, art and illustration, basic design principles, paper and ink, printing processes, etc.). Students will create visually appealing projects using the industry standard design and photo manipulation software programs.

JOUR 5083: Computer Mediated Communication

A study of communication processes in the Digital Age. Discussions and content will include contemporary emerging communicaton technologies and exploration into the impact those technologies have and will likely have on an individual and diverse social communities.

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.

Note: 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.

Note: May not be taken for credit after completion of JOUR 4123, or equivalent.

JOUR 5163: Advanced Photography

Prerequisite: JOUR (ART) 1163 or consent of instructor.

An introduction to advanced photographic techniques including digital photography. Various historic and current theories of visual communication 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 6013: Visual Storytelling

Visual Storytelling covers the fundamentals of enanced story development using mobile media platforms for journalistic publication.

JOUR 6023: Video Production for New Media

Prerequisites: JOUR 6013.

This course focuses on the art and science of documentary film making, specifically geared toward publication to new media audiences.

JOUR 6053: Media and Society

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

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 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 6331,6332,6333: Professional Portfolio

Students will create a portfolio of acquired work as well as develop a journalistic story told through multiple media platforms. The portfolio must meet industry standards and demonstrate a mastery of technical skill based in theoretical conventions of new media.

JOUR 6891,6892,6893,6894: 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.

Note: The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

JOUR 6991: Project or Thesis Research Continuation

This course allows students additional time to research and compose their capstone project/portfolio.

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 the review will be substantive and comprehensive, and clearly indicate how the project builds on intellectual and journalistic traditions.

Information Technology Course Descriptions

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: One 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 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 5700: Computer Networks Lab

Co-requisite: INFT 5703.

Students will complete network lab exercises in support of INFT 5703.

INFT 5703: Computer Networks

Prerequisites: 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 5981,5982,5983: Special Topics

A treatment of subjects not routinely covered in other courses. Subjects will vary.

Note: May be repeated for a maximum of six (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

Prerequisites: 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

Prerequisites: 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 6700: Heterogeneous Networks Lab

Co-requisite: INFT 6703.

Students will complete network lab exercises in support of INFT 6703.

INFT 6703: Heterogeneous Networks

Prerequisites: 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.

Note: This course must be continued by taking INFT 6983 in a later semester to complete the entire six (6) 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 6991,6992,6993: 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. The internship will require the equivalence of four clock hours per week of direct client interaction per credit hour earned.

Note: This course can be repeated up to six (6) total credit hours in different semesters.

Welcome to the new online graduate catalog

The new version of the Arkansas Tech University Graduate Catalog is going green. It will no longer be available in printed form and will provide some new features that will help you navigate through the catalog and quickly find the information you need.

Contents

Degree Programs

- English and English with TESL option
- History
- Multi-Media Journalism
- Spanish
- Teaching
- Teaching English to Speakers of Other Languages

- Master of Liberal Arts

History Course Descriptions

HIST 5023: Vietnam War

Prerequisite: Permission of the instructor or Department Head.

A study of the American involvement in Vietnam from 1945 to 1975. Emphasis will rest on the actual period of war in Vietnam.

Note: May not be taken for credit after completion of HIST 4023 or equivalent.

HIST 5153: History of Arkansas

Prerequisite: Permission of the instructor or Department Head.

A study of the history of the state from Indian times to the present, noting political, social, economic, and cultural trends.

Note: May not be taken for credit after completion of HIST 3153 or HIST 4153 or equivalent.

HIST 5183: American Legal History

This course concerns the history and development of law, legal institutions, and legal culture in the United States from its colonial origins to the present day, with emphasis on the interaction of law with the overall development of American society. Course requires the production of substantial written work based upon disciplined inquiry and the exploration and analysis of primary and secondary sources.

Note: May not be taken for credit after completion of HIST 4183 or equivalent.

HIST 5203: Women in American History

Prerequisite: Permission of the instructor or Department Head.

A treatment of women in Western and American social history in their lifestyles and economic and family roles.

Note: 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 the instructor or 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 5503: History of Christianity

A study of Christianity, from its beginnings to the present day, focusing especially on ancient Mediterranean, medieval European, and modern American Christian traditions. Emphasis will be on the interaction between individual beliefs, group identity, and institutional forces, how each have been shaped by broader social, political and cultural contexts, and finally how these interactions have resulted in profound changes for the Christian religion. Course requires the production of substantial written work based upon disciplined inquiry and the exploration and analysis of primary and secondary sources.

Note: May not be taken for credit after completion of HIST 4503 or equivalent.

HIST 5983: Social Science Seminar

Prerequisite: Permission of the instructor or Department Head.

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.

Note: Students are limited to a maximum of three (3) hours credit at the graduate level. Subtitle will appear on students' transcripts.

HIST 6003: Historical Methods

Prerequisite: Permission of the instructor or Department Head.

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: Research Seminar in United States History

Prerequisite: Permission of the instructor or Department Head.

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.

Note: Course may be repeated for a maximum of six (6) hours of credit. Alternate subtitles will appear on students' transcripts.

HIST 6033: Readings in United States History

Prerequisite: Permission of the instructor or Department Head.

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.

Note: Course may be repeated for a maximum of six (6) hours of credit. Alternate subtitles will appear on students' transcripts.

HIST 6053: Historiography

Prerequisite: Permission of the instructor or Department Head.

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 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.

Note: The course may be repeated for a maximum of six (6) hours of credit. Alternate subtitles will appear on students' transcripts.

HIST 6413: Research Seminar in Modern European History

Prerequisite: Permission of the instructor or Department Head.

An investigation of selected topics in 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.

Note: The course may be repeated for a maximum of six (6) hours of credit. Alternate subtitles will appear on students' transcripts.

HIST 6433: Readings in Modern European History

Prerequisite: Permission of the instructor or Department Head.

A readings course in selected topics in 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.

Note: The course may be repeated for a maximum of six (6) hours of credit. Alternate subtitles will appear on students' transcripts.

HIST 6533: Research Seminar in World History

Prerequisite: Permission of the instructor or Department Head.

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.

Note: The course may be repeated for a maximum of six (6) hours of credit. Alternate subtitles will appear on students' transcripts.

HIST 6543: Readings in World History

Prerequisite: Permission of the instructor or Department Head.

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.

Note: The course may be repeated for a maximum of six (6) hours of credit. Alternate subtitles will appear on students' transcripts.

HIST 6883: Workshop

Prerequisite: Permission of the instructor or 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.

Note: Students are limited to a maximum of three (3) hours of workshop credit.

HIST 6891,6892,6893,6894: Independent Study

Prerequisite: Permission of the instructor or 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.

Note: The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis. Students are limited to a maximum of six (6) hours of independent study credit.

HIST 6991,6992,6993,6994,6995,6996: Thesis Research

Prerequisite: Permission of the instructor or Department Head.

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

Health Informatics Course Descriptions

HI 5092: Research in HIM

This course teaches the skills needed to systematically investigate subjects to expand knowledge and generate new ideas. A study of the specific research methodology used in a health information management setting will be explored. Emphasis will be given to hands-on performance of research in conjunction with area health care facilities and agencies. Formal presentation of research will also be a component of the course.

HI 6053: Emerging Trends in Health Information Technology

Trends in the health information technology will be identified and discussed. Industry-changing trends will be emphasized as well as regulatory initiatives associated with the changes. The purpose of this course is to provide the student with an awareness of current changes within the field of health information technology, as well as how to keep up with changes as they occur.

HI 6063: Leadership in Health Informatics

A study of the leadership skills as applied to an electronic health (e-health) environment. Topics such as the development of strategy, change management, and project management in the context of health informatics will be explored.

HI 6073: Security and Privacy in Health Informatics

An exploration of legal issues as they relate to the collection, storage, retention and sharing of health data and information. Privacy and security will be discussed, from the standpoint of health care entities as well as from the consumer point of view.

HI 6083: Health Care Policy

This course investigates the current state of health care, encompassing issues related to health care reform and payment systems. Issues explored include access to care, as well as cost and quality of care rendered. Specific issues in health care policy will be explored.

HI 6983: Research Project

The purpose of this course is to have the student apply knowledge of research methods to an area of the student's interest. This research-based course will allow the student to work with the instructor to identify an appropriate project to be completed at the end of the MSHI coursework. The project should incorporate principles learned in courses leading to this course.

HI 6991,6992,6993,6994,6995,6996: Thesis Research

The purpose of this course is to have the student apply knowledge of research methods to an area of the student's interest. This course is designed for the student to coordinate with the course instructor to identify a thesis topic or high level project to be completed as a capstone experience. This course should be completed after all other MSHI coursework is completed and will provide the student with an opportunity to utilize the concepts learned in courses leading to this capstone course.

Geology Course Descriptions

GEOL 6881,6882,6883,6884: Workshop

The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

Geography Course Descriptions

GEOG 6893: Independent Study

Prerequisite: Permission of the instructor or 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.

Note: The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

Fisheries Wildlife Biology Course Descriptions

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.

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, laboratory four hours. $20 laboratory fee.

FW 5024: Limnology

Offered: 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. $20 laboratory fee.

FW 5034: Geographic Information Systems in Natural Resources

Offered: Spring

Prerequisites: A course in GIS or permission of instructor.

Use of GIS technology in wildlife and fisheries management and research. Emphasis placed on creation, maintenance, and analysis of spatially explicit data.

Lecture three hours, laboratory two hours. $20 laboratory fee.

FW 5054: Waterfowl Ecology and Management

Prerequisites: BIOL/FW 3114 (Ecology) Ecology and management of North American waterfowl and their habitats.

Laboratory exercises will focus on identification, life histories, sex and age determination, and abundance survey methods. Lectures and discussions will cover behavioral ecology, reproductive ecology, winter ecology, harvest management, and habitat management and conservation.

$20 laboratory fee.

FW 5064: Wetland Ecology and Management

Offered: Fall of even years

Prerequisites: A course in ecology or permission of instructor.

An in-depth coverage of wetlands including occurrence, morphology, hydrology, soils, ecology, and regulation. The types of wetlands and their functions are discussed, as are local, state and federal regulations pertaining to their use, management and protection. Laboratory focuses on identification of common wetland vegetation, delineation of wetland boundaries, as well as field techniques and management activities commonly used in Arkansas wetlands.

Lecture two hours, laboratory four hours. $20 laboratory fee.

FW 5103: Human Dimensions of Fisheries and Wildlife Management

Prerequisites: BIOL/FW 3114 or permission of instructor.

Exploration of the complex interactions of social, political, institutional, economic and ecological processes that contribute to natural resource use and management. The primary focus is on interactions and conflict resolution among various stakeholders, resource management agencies, and wildlife and fisheries resources. Topics covered include public attitudes and expectations; agency structure and policy; values of fishes, wildlife; and public relations.

FW 5163: Biodiversity and Conservation Biology

Offered: Fall of even years

Prerequisites: A course in ecology or permission of instructor.

The concepts of, processes that produce, and factors that threaten biological diversity are introduced and examined Further emphasis is placed on unique problems associated with small population size, management of endangered species and practical applications of conservation biology.

FW 5881,5882,5883,5884: Advanced Topics

Offered: On demand

Prerequisite: Consent of instructor.

This course offers special instruction on fisheries and wildlife topics that are not otherwise covered in the curriculum.

Note: 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.

FW 6001: Graduate Seminar in Fisheries and Wildlife Biology

Analysis of current and classical concepts in fisheries and wildlife biology.

Note: The primary focus of this course will vary from offering to offering, thus the course may be taken for credit more than once.

FW 6002: Research Methods I

Prerequisites: A course in statistics.

Methods for literature review, experimental design, and thesis proposal development.

FW 6012: Research Methods II

Prerequisites: A course in statistics.

Methods for data analysis and thesis preparation.

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.

FW 6023: Quantitative Fisheries Science

Prerequisites: A course in fisheries management or permission of instructor.

Quantitative principles of fisheries science used in the analysis and interpretation of fisheries data.

FW 6033: Conservation Management Practicum

Offered: Each summer term

Individual student experience in the field of conservation management. The course will include a 2-day on-campus introduction, weekly conferences via distance delivery during the 4-week off-campus experience, and 3 days of on-campus presentations. The practicum cannot be initiated until the student has completed at least 8 graduate-level hours.

FW 6043: Conservation Research Practicum

Offered: Each summer term

Prerequisites: Completion of 8 graduate-level hours

Individual student experience in the field of conservation research. The course will include a 2-day on-campus introduction, weekly conferences via distance delivery during the 4-week off-campus experience, and 3 days of on-campus presentations. The practicum cannot be initiated until the student has completed at least 8 graduate-level hours.

FW 6101: Comprehensive Examination

Offered: Annually

Prerequisites: Completion of 24 graduate-level hours

Written and oral comprehensive exam that evaluates student knowledge of fisheries and wildlife science and conservation management. The exam is administered after completion of 24 graduate-level hours.

FW 6891,6892,6893,6894: 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.

Note: The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

FW 6991,6992,6993,6994,6995,6996: Thesis Research

Research on a topic culminating in a written thesis.

French Course Descriptions

FR 6801: Cultural Immersion and Research

Prerequisite: Enrollment in French Immersion Weekend and permission of instructor.

Intensive study of French cultural topics followed by individual research projects.

Note: May be repeated for credit if content varies.

English Course Descriptions

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.

Note: May not be taken for credit after completion of ENGL 4023.

ENGL 5083: Seminar: English Language

Course content will vary.

Note: 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.

Note: May be repeated for credit after completion of ENGL 4093 or ENGL 5093 if course content varies.

ENGL 5173: Seminar in Film Studies

This course will examine debates within feminist film theory from structuralism and psychoanalysis in the 1970s to the post-colonial theory, queer theory and post-modernism in the 1990s. Analyses of specific films will focus on the cinematic representation of femininity and masculinity, gendered subjectivities within history and culture, and issues surrounding the cinematic apparatus and spectatorship.

ENGL 5213: American Folklore

A study of the forms and subjects of American folklore; folklore scholarship and bibliography; field work in collecting folklore.

Note: May not be taken for credit after completion of ENGL 4213.

ENGL 5283: Seminar: World Literature

Course content will vary.

Note: 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.

Note: 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.

Note: May be taken for credit after completion of ENGL 4483 or ENGL 5483 if course content differs.

ENGL 5683: Seminar in Gender Studies

Course content will vary.

Note: 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.

Note: 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.

Note: 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.

Note: 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.

Note: 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 6023: Composition Theory and Practice.

A study of composition theory, practice, and pedagogy.

ENGL 6033: Rhetoric

A study of the history, theory, and application of rhetoric.

ENGL 6083: Seminar in Linguistics

Course content will vary.

Note: 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.

Note: 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.

Note: 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 6863: TESL Practicum

Prequisites: ENGL 5703 or TESL 5703 and at least nine hours toward the MA TESOL degree or permission of the instructor.

ENGL 6893 is a structured, advanced metods course, in which students will prepare and implement a series of English lessons, guided by the 12 national ENL (English as a New Language) standards.

ENGL 6881,6882,6883,6884,6885,6886: Workshop

Prerequisite: Permission of instructor.

The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

ENGL 6891,6892,6893,6894: 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.

Note: The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

ENGL 6991,6992,6993,6994,6995,6996: Thesis Research

Prerequisite: Approval of a thesis plan by the Head of the Department of English and the Dean of Graduate College.

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

Emergency Mgmt Homeland Securi Course Descriptions

EMHS 5003: Principles and Practice of Disaster Relief and Recovery

Prerequisites or Co-requisites: EAM 1003 and 1013 or EMHS 6063 or consent of instructor.

Recovery issues are studied in regard to relationships with ethical, medical, economic and environmental considerations. Initial, short-term, and long-term recovery efforts are examined along with group exercises utilizing best practices.

Note: Students who have taken EAM 4003 can not take EMHS 5003 for credit.

EMHS 5043: Disaster and Emergency Management Ethics

Prerequisites or Co-requisites: EAM 1003 and 1013 or consent of instructor.

Involves a study of a variety of types of ethical theory (teleological, deontological, distributive theories of justice, natural law), review of specific ethical dilemmas related to disasters, professional ethics, overcoming biases, avoiding discrimination, and developing sensitivity. Detailed ethical case studies will be conducted.

Note: Students who have taken EAM 4043 can not take EMHS 5043 for credit.

EMHS 5053: Community Management of Hazardous Materials

Prerequisites or Co-requisites: EAM 1003 and 1013 or EMHS 6063 or consent of instructor.

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.

Note: Students who have taken EAM 4053 can not take EMHS 5053 for credit.

EMHS 5991,5992,5993: Special Problems and Topics

Prerequisites or acceptable equivalencies: EAM 1003 and 1013 or EMHS 6063 or consent of instructor.

The topics will vary to reflect the dynamic changes in the emergency management discipline.

Note: Students who have taken EAM 4993 must have approval from the Department Head regarding the topic for credit in EMHS 5993.

EMHS 6003: Design and Management of Preparedness and Mitigation Systems

Prerequisites or Co-requisites: EAM 1003 and 1013 or EMHS 6063 or consent of instructor.

Reviews the needs and concepts for well structured design and management processes for preparedness and mitigation systems in both the public and private sectors utilizing best methods for implementation.

EMHS 6023: Risk and Vulnerability Assessment for Business and Industry

Prerequisites or Co-requisites: EAM 1003 and 1013 or EMHS 6063 or consent of instructor.

Covers the hazards and threats that businesses and industry face regarding security, safety, and business continuity. The scope of threats and businesses studied range from local to international. Risk analysis, vulnerability, recovery, and business continuity plans will be examined.

EMHS 6033: Foundation of Leadership

Prerequisites or Co-requisites: EAM 1003 and 1013 or EMHS 6063 or consent of instructor.

Examines the past and present models of leadership. Topics include current context for leadership and personal leadership styles. Case studies are utilized in both the public and private sectors in relation to emergency management.

EMHS 6043: Contemporary Issues in Emergency Management

Prerequisites or Co-requisites: EAM 1003 and 1013 or EMHS 6063 or consent of instructor.

Emphasizes and analyzes the practical aspects of problems facing the emergency manager. Topics could include compliance issues with regard to Homeland Security, the National Incident Management System, the National Response Plan and other national initiatives.

EMHS 6053: Legal Issues in Emergency Management

Prerequisites or Co-requisites: EAM 1003 and 1013 or EMHS 6063 or consent of instructor.

Involves research, analysis, and discussion of laws that affect emergency management. Emphasis will be placed on the legal obligations of the emergency management professional utilizing case studies and contemporary examples.

EMHS 6063: Principles of Hazard and Emergency Management

Provides an overview of hazards theory, emergency management fundamentals, and the science of various hazards. Both natural and technological hazards are studied with the perspective of emergency management. Some of the topics include earthquakes, tsunami, volcanoes, floods, wildfires, terrorism, tornadoes, winter storms, and hurricanes.

EMHS 6073: Introduction to Terrorism

Prerequisites or Co-requisites: EMHS 6063 or EAM 1003 and 1013 or consent of instructor.

This course is an overview of terrorism in which students will explore various aspects of terrorism in a Post 9/11 world leading to a basic understanding of a global phenomenon. Subject matter will include the history of terrorism, its strategies, and why those strategies, and why those strategies are effective. The student will examine the psychology of fundamentalist religious movements and extreme political organizations. While studying the effects of terrorism, the student will examine governmental concerns, preparedness and response operations and the politics of dealing with terrorism.

EMHS 6083: Business Continuity Project Management

Prerequisites: EMHS 6043 and EMHS 6063 or consent of instructor

EMHS 6083 is open to Emergency Management graduate 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 6103: Research Design and Methods

Prerequisites or Co-requisites: EAM 1003 and 1013 or EMHS 6063 or consent of instructor.

Demonstrates the comprehension of research, design, and methods. Qualitative and quantitative methods are discussed along with the utilization of the scientific method. Professionalism and models for research are also covered.

EMHS 6123: Applied Data Analysis

Prerequisites: EMHS 6043, EMHS 6063, and EMHS 6103

This course is designed to develop and extend basic data-analytic skills that students will need for their individual research project. As indicated by the course title it as an applied (and not a technical) course in which you will learn by observing and engaging in the authentic activities of data-analysis. The use of new statistical techniques will be "modeled" in class, and then applied to real problems in a lab setting.

EMHS 6193: Introduction to International Emergency Management

Prerequisites: EMHS 6043 and EMHS 6063 or consent of instructor

This course provides students with the study of disaster trends and diverse emergency and disaster management systems and structures that exist throughout the world. Universal principles of global emergency management practice and advances worldwide will be considered. Lessons from disasters will be addressed and political challenges and cooperation between governments and non-governmental organizations (NGOs).

EMHS 6203: Crisis Communications

Prerequisites: EMHS 6043 or EMHS 6063 or consent of instructor

This course will cover both the theoretical and practical perspectives of crisis communications. Students will learn the importance of an organized approach to dealing with unexpected, crisis situations and the need for clear, concise information communicated effectively. Topics will include preparing for a crisis both internally and externally as well as the importance of responding quickly. Students will learn the importance of good media relations and establishing pre-crisis relationships with the media as well as the proper approach to a media interface in an emergency.

EMHS 6243: Intelligence in Emergency Management and Homeland Security

Prerequisites: EMHS 6043 and EMHS 6063 or consent of instructor

This course is an overview of the field of intelligence with an emphasis on understanding the basics of the field and how it is used in actual practice. In an ever-changing world it is critical to understand the basics of information gathering and how it is analyzed to produce actionable results. Students will explore governmental concerns, intelligence operations and the politics of dealing with information for defensive purposes.

EMHS 6253: Information Security for Public Managers

Prerequisites: EMHS 6043 and EMHS 6063 or consent of instructor

This course is an overview of information security management for a public department and agency. Students will explore governance, determine current state of security, and learn the concepts of IT-risk assessments, IT-risk mitigation, and incident responses in the realm of the public sector.

EMHS 6311,6312: Thesis Seminar

Prerequisite: EAM 6303.

This is a variable credit class that can be repeated for a total of three (3) credits. It is required to complete three (3) hours for graduation. Students will be required to develop and defend a formal thesis as approved by the supervising professor and committee. 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 including EMHS 6103 or consent of instructor.

Creates a research proposal resulting in the design of the action research project. The topic and design is developed with the approval of a supervising professor and committee.

EMHS 6413: Action Research Practicum II

Prerequisite: EAM 6403.

Students will be required to develop and defend the action research project as approved by the supervising professor and committee. The defense will be presented in a seminar to faculty, staff, and other graduate students.

EMHS 6513: Technology for Comprehensive Emergency Management

Prerequisites: EMHS 6043 and EMHS 6063

Covers the technologies that are applied during each of the phases of emergency management. This can include information management, message handling, Geographic Information Systems (GIS), the Global Positioning System (GPS), material release modeling, situational analysis, and hazard analysis tools.

EMHS 6543: Advanced Digital Technology Applications in EM

Prerequisites: EAM 4023 or EMHS 6513 and EMHS 6043 and EMHS 6063 or consent of instructor

The course emphasizes the utilization of computer Emergency Management applications literacy, information requirements, acquisition, analysis, modeling and data base management; decision support systems and the integration of multiple software platforms into situational awareness fusion products.

EMHS 6563: Situational Awareness of Environmental Threats

Prerequisites: EMHS 6043 and EMHS 6063 or consent of instructor

This course provides an overview of basic threats levels as they relates to the emergency management profession. Students will examine; hazardous weather forecast verification and meanings, decisions making processes based on alert status, development of environmental threat teams, utilizations of technology to assess risk, and National Weather Service products. Student teams will participate in labs, table top scenarios, and exercises. Each graduate student will conduct a special (research) project for presentation to the class at the end of the semester.

EMHS 6891,6892,6893: 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.

EMHS 6933: Research I

Prerequisite: EMHS 6103

Create a research proposal resulting in the design of the research project. Defend the research proposal before the research committee, as determined by the EM Department Head and Graduate Program Director. The topic and research design is developed with approval by the Committee Chair, Graduate Program Director, and Dean of Graduate College.

EMHS 6943: Research II

Prerequisites: EMHS 6123 and EMHS 6933 or consent of instructor

Students will submit their completed formal research document (Thesis or Article suitable for publication). Students will successfully complete their Oral Defense of their research project.

Electrical Engineering Course Descriptions

ELEG 5113: Digital Signal Processing

Prerequisites: ELEG 3123 and 3133.

The study of discrete-time signals and systems, convolution, z-transform, discrete-time Fourier transform, analysis and design of digital filters. Students write software for real-time implementation of selected signal processing algorithms using DSP microcomputer hardware.

Note: May not be taken for credit after completion of ELEG 4113.

ELEG 5133: Advanced Digital Design

Prerequisites: ELEG 2131 and 2133.

A project oriented course in which students develop and test custom digital integrated circuits (IC's). An overview of IC design systems and manufacturing processes is presented. Economics of IC production are discussed. Hardware Description Languages (HDL's) are studied. Students design and implement custom IC's using schematic based entry and HDL's.

Note: May not be taken for credit after completion of ELEG 4133.

ELEG 5153: Communication Systems II

Prerequisite: ELEG 4143.

Continuation of ELEG 4143. Design and analysis of analog and digital communication systems, taking into account the effects of noise. Random variables, random processes, analog and digital communication systems in the presence of noise.

Note: May not be taken for credit after completion of ELEG 4153.

ELEG 5313: Modern Control Systems

Prerequisite: ELEG 4303.

A continuation of ELEG 4303 Control Systems. Topic include: frequency response design, state space analysis, controllability, observability, state space design, robustness and introduction to digital control.

Note: May not be taken for graduate credit after completion of ELEG 4313.

ELEG 6103: Power Electronics

Prerequisite: ELEG 4103 or permission of instructor.

The course will cover the following topics: Characteristics of thyristors, sequential switching, triggering and synchronizing circuitry. Conversion and control of electric power, design of electric power controller; rectifiers, converters, inverters, and cyclo-converters, controlling techniques for DC and AC machines will be presented.

ELEG 6123: Advanced Semiconductors

Prerequisites: ELEG 3003 and ELEG 4103 or permission of the instructor

An in depth overview of coverage of semiconductor devices and materials. The course presents and examines semiconductor fundamentals required in the operational analysis of microelectronic devices.

ELEG 6133: Introduction to Nanoelectronics

This course is designed to give the graduate student an introduction to the engineering problems and concepts that are involved in electrical and electromechanical devices at the nanoscale. The course will cover the wave properties of matter, quantum mechanics, optical properties of materials, nanolithography, and various nanostructure devices such as field-effect transitors, light-emitting diodes and lasers and nanoelectromechanical devices.

ELEG 6143: Digital Image Processing

Prerequisites: ELEG 3133, ELEG 4113, ELEG 3003 and ELEG 2803 or permission of the instructor

The course will cover the following topics: components of digital image processing systems, histograms, point processing, neighborhood processing, image restoration, image segmentation, 2-D discrete Fourier transform, image data compression, color image processing.

ELEG 6153: Statistical Signal Processing

Prerequisites: ELEG 4113, ELEG 3003, COMS 2803 or permission of the instructor

The course will cover the following topics: minimum variance unbiased estimators, Cramer-Rao lower bound, maximum likelihood estimators, Least Squares, Kalman filter.

ELEG 6163: Biomedical Signal Processing

Prerequisites: ELEG 4113 or permission of the instructor

The study, analysis, and implementation of advanced method in signal processing applied to biomedical signals and systems. Engineers working in the biomedical field routinely design and build signal processing algorithms and devices to analysis biomedical signals for diagnostic analysis and prosthetic control. In order to appropriately design systems for biomedical signal processing it is necessary to have a basic understanding of the origin and characteristic of these signals. The course will focus on single dimensional deterministic and random signal processing.

ELEG 6303: Robotics

Prerequisites: ELEG 3133, ELEG 4303, ELEG 3003, COMS 2803 or permission of the instructor

The course will cover the following topics: robotics paradigms, path planning, motion planning, configuration space, potential functions, localization and mapping, sensors and actuators.

ELEG 6881,6882,6883,6884: Special Topics in Engineering

Special topics in engineering relating to current engineering topics not covered in other courses.

Note: May be repeated for credit if course content varies.

ELEG 6891,6892,6893,6894,6895,6896: Independent Study

Prerequisites: Completion of 18 hours toward program requirements and approval of advisor

Students will complete an electrical engineering project approved by their Advisory Committee. The project must include elements of engineering design and project management with a subject relevant to electrical engineering. Successful completion of the project will include a professional report and full presentation of the project findings/results.

Elementary Education Course Descriptions

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.

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 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 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 6881,6882,6883: Workshop

Prerequisite: Permission of instructor.

The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

ELED 6891,6892,6893,6894: 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.

Note: 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.

Educational Media Course Descriptions

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 (9) 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: 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.

Note: Required of all library media specialist students.

$50 course fee.

EDMD 6436: 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.

Note: Required of all library media specialist students.

$100 course fee.

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.

Note: May not be taken for credit after completion of COMS 4513/5513 or equivalent.

EDMD 6881,6882,6883: Workshop

Prerequisite: Permission of instructor.

The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

EDMD 6891,6892,6893: 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.

Note: The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

Educational Leadership Course Descriptions

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.

Note: 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 6551: Administrative Internship

Directed on-the-job activities. Designed to give instructional leaders experience in the various subsystems composing the education system.

$25 internship fee.

EDLD 6552: Administrative Internship

Directed on-the-job activities. Designed to give instructional leaders experience in the various subsystems composing the education system.

$50 internship fee.

EDLD 6554: Administrative Internship

Directed on-the-job activities. Designed to give instructional leaders experience in the various subsystems composing the education system.

$100 internship fee.

EDLD 6891,6892,6893: 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.

Note: The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

EDLD 6991: 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.

Note: After completing this course, students who do not successfully present their portfolio the semester they are scheduled for review will be required to reenroll the semester they request to reschedule for review.

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.

$25 internship fee.

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.

$25 internship fee.

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.

$50 internship fee.

EDLD 7891,7892,7893: Independent Study

Prerequisite: Ed.S. Program Director Approval.

This Independent Study is open to students pursuing the Ed.S. degree who wish to pursue individual study, investigation or project based research of some facet of knowledge which complements the Ed.S. program of study. Students will be required to plan their program submitting a formal program of study request, prepare written reports throughout the study and present their findings in a formal paper.

Note: A student may take no more than six (6) hours of Independent Study work.

Educational Foundations Course Descriptions

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 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 6881,6882,6883: Workshop

Prerequisite: Permission of instructor.

The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

EDFD 6991: Project or Thesis Research Continuation

This course allows students additional time to research and compose their capstone project/portfolio.

EDFD 6993: Project in Educational Research

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

Economics Course Descriptions

ECON 6003: Survey of Economics

This course explores the principles of macroeconomic and microeconomic analysis of economies. It includes theories of output, income, employment, price level, and business fluctuations, including the monetary system, fiscal and monetary policy, production and cost and the analysis of various market structures, distribution of income, and international and welfare economics. There is a required research project.

Early Childhood Education (BS) Course Descriptions

ECED 6323: Designing Quality Early Literacy Experiences (birth - age 9)

A study of the theory, materials, methods, and instructional techniques applicable to language development and emergent literacy experiences during the early childhood education years - birth through age nine. This course examines developmentally appropriate integrated and interdisciplinary approaches to literacy development encompassing writing, reading, and oral language development of young children in the home and school environment.

ECED 6523: Survey of Research in Early Childhood Education

Prerequisite: EDFD 6003.

Seminar will be based on current interest of students and will serve as means of synthesizing their experiences. An interdisciplinary approach will be taken to exploring current issues and problems in early childhood education, current happenings as they relate to the issues and major research efforts to support programs. A critical review examination and evaluation of investigations, studies, and other research finding which have special significance for early childhood education will be explored. The implications of this research for educational practice will also be considered.

ECED 6603: Psychosocial Development: Infancy, Childhood, Family

Prerequisites: Recent undergraduate/graduate class in child development or permission of instructor.

Social/emotional development in infancy and early childhood and the development of parent-child relationships; developmental sequences in infancy and early childhood in relation to lifespan development issues; impact of various disabilities upon attachment and interaction and upon general family adjustment; methods of promoting optimal psychosocial and family development within the context of cultural variations.

Driver Education Course Descriptions

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.

Note: May not be taken for credit after completion of DE 4543 or equivalent.

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.

Note: May not be taken for credit after completion of DE 4613 or equivalent.

Two (2) hours lecture, two (2) hours laboratory.

College Student Personnel Course Descriptions

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 6083: 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 6093: 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 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 6143: Administration in College Student Personnel

Administration in College Student Personnel is a required course for the Masters of Science in CSP degree. The course provides an overview of the relevant theories in the management, organization, and leadership of institutions of higher education, particularly in areas of student affairs administration. Emphasis will be placed on the application of theory and knowledge to administrative practices of human resource management, financial and budgeting, and facilities management. Students will also examine student affairs units in their functional contexts, including, but not limited to, such areas as admissions, financial aid, orientation, counseling, academic advising, support services, residence life, judicial services, campus activities, greek life, multicultural and international student affairs, disability services, service learning, religious programs, and commuter and non-traditional student services.

CSP 6153: Advising Student Groups

This course is designed for Student Affairs professionals to gain an understanding of advising student groups and organizations on a college campus. The course will highlight student development theories that introduce group dynamics and student leadership. The course will review the role of the advisor, risk management, leadership development of student, practical skills and techniques that will assist in the formation of new student groups, and will provide valuable resources to help future college administrators with their role as a leader of a student group/organization.

CSP 6163: Academic Advising

This course will provide an overview of the foundations of academic advising as an essential component of student success and retention programs at higher education institutions. The course will focus on advising models, application, and best practices in delivery of advising models.

CSP 6191: Thesis in College Student Personnel

Prerequisites: 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 6192,6193,6194,6195,6196: Thesis in College Student Personnel

Prerequisites: 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 6881,6882,6883: Special Problems (Workshop) for College Student Personnel

Special Problems (Workshop) in CSP is an elective course that will provide a study of contemporary issues or problems associated with the field of student affairs and higher education in general. Students will explore these issues, the impact they have on the field of student affairs, and to be introduced to best practices that can be applied to address the issues from a developmental point of view.

Note: Since the topic for the workshop will vary each time offered, a student can repeat this course, earning a maximum number of six (6) graduate hours of credit.

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.

Note: The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

Counseling Course Descriptions

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 6012: Assessment and Appraisal

This course will focus on an in-depth study of norm reference and criterion reference assessments. Group, standardized assessment and individual assessment will be addressed. Student will study assessment techniques, instruments selection, analysis and interpreting assessment data, as well as appropriate ways to report data.

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 6202: Ethics and Legal Issues for the School Counselor

This course will prepare school counselors to address the challenge of legal and ethical decisions, while keeping the students' welfare in mind, by abiding by the Code of Ethics set forth by the American School Counseling Association (ASCA) Ethical Standards, as well as the American Counseling Association (ACA) Ethical Standards. The students will gain knowledge of and an understanding for Arkansas school law in dealing with legal issues.

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 6253: Career Development/Academic Advising

This course prepares school counselors to facilitate the public school's role in career development, through awareness to planning, and decision making within the educational context. A focus is placed on student academic development and advising, as well.

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.

$50 internship fee.

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.

$100 internship fee..

COUN 6891,6892,6893: 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.

Note: The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis. May be repeated for a maximum of four (4) hours.

Chemistry Course Descriptions

CHEM 6881,6882,6883: Workshop

The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

Biology Course Descriptions

BIOL 5064: Evolutionary Biology

Prerequisite: Graduate standing

This course focuses upon the principles and major concepts in evolutionary biology from a historical and contemporary viewpoint. Morphological and molecular evolution, population genetics, systematics, the fossil record, a history of life on earth, macroevolution, adaptation, and applications to species conservation are among the topics examined in the course. Laboratory exercises include analysis of populations and species with molecular techniques, computer investigations, and internet resources.

Art Course Descriptions

ART 5723: Art History Seminar

Prerequisite: Graduate standing, permission of instructor.

This course will provide an advanced forum for in depth examination and focus of a particular artist, movement, theme or period in art history.

Anthropology Course Descriptions

ANTH 5403: Interpretation/Education through Museum Methods

Prerequisite: 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 5853: Music of the World's Peoples

Cross-listed: MUS 5853

A survey of predominantly non-Western world music cultures with attention to sonic structures, musicians, musical instruments, and socio-cultural contexts of music making. Listening emphasized.

Note: Open to students in all majors.

Accounting Course Descriptions

ACCT 6003: Principles of Business Accounting

A survey of basic accounting techniques for graduate students who have not previously had an accounting course. The course addresses the fundamental mechanics of accounting, including the preparation and analysis of corporate financial statements. It also addresses operational accounting issues such as product costing, cost-volume-profit analysis, operational and capital budgeting, and performance evaluations.