

2020-2021 Graduate Catalog

General Information

University Vision Statement

Arkansas Tech University: where students succeed, innovation thrives, and communities flourish.

University Mission Statement

(adopted October 19, 2016)

Arkansas Tech University is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement.

Embracing and expanding upon its technological traditions, Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world.

Graduate College Vision & Mission Statement

(adopted January 2014)

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

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 is an advocate for graduate study and seeks partnership with other entities to accomplish our goals more efficiently. 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 disciplines.

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 28,000, is ideally situated between the mountains of the Ozark National Forest to the north and those of the Ouachita National Forest to the south. It is midway between the state's two largest population centers, Fort Smith, 85 miles to the west, and Little Rock, 75 miles to the east. Interstate Highway 40 passes just north of the campus and connects these two cities.

In addition, Russellville is the crossroads of activity for State Highways 7, 22, 64, and 124. The historic natural crossing of the Arkansas River at Dardanelle is four miles to the south. The navigable river forms a 36,600 acre lake with 315 miles of shoreline behind a lock and dam located just southwest of the city. The Union 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 in 1821, was located a short distance west 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 8 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.

All instructional programs at Arkansas Tech University 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 Brown Building, named in honor of former Arkansas Tech University president Dr. Robert Charles Brown and his wife, Jill Lestage Brown, was completed in 2016. The Brown Building provides classroom and conference room space for the university as well as office space for operating areas such as admissions, registrar, student accounts, financial aid, payroll, budget, human resources and the university's federally-funded TRIO programs - Upward Bound and Student Support Services.

In addition to instructional programs, the Physical Plant of Arkansas Tech University provides space for varsity and intramural recreational activities, and the University farm.

Arkansas Tech University has several resources which lend themselves to serving the cultural and recreational needs of the University and surrounding community. The Multi-sports Complex opened in 2018 and offers instructional facilities in a large open turf field with a state of the art conference room. The John E. Tucker Coliseum complements the instructional program by providing a setting for concerts, conventions, and sporting events. The Witherspoon Arts and Humanities Building has an auditorium with a seating capacity of 742. The L.L. "Doc" Bryan Student Services Center constitutes the main facility for student affairs, student government, and indoor recreational activities. The Arkansas Tech Museum, located in the Techionery Building, contains exhibits on Arkansas Tech history; 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.

The Ross Pendergraft Library and Technology Center opened in June 1999. The facility is an architectural landmark which signaled a new era of library service at Arkansas Tech University. Some of its features are group study rooms of various sizes; more than 130 general use computer workstations configured for a variety of student needs; networked access to databases and electronic reference resources; a reference desk dedicated to assistance and instruction in information search and retrieval processes; two help desks for technology-related problems; a distance learning classroom; a large conference room equipped with audiovisual support; instructional computer labs; a music/multimedia computer lab; copiers and scanners; networked printing with 200 free pages per semester for students; access to the campus wireless network with your own mobile device; comfortable reading areas with great views; and well-designed furniture throughout the building's open floor plan.

Ross Pendergraft Library and Technology Center houses more than 1,225,000 items, including: 175,000 print volumes; 900,000 microforms; 120,000 government documents; 16,000 multimedia items; and 700 periodical subscriptions. Among these holdings are extensive backfiles of journals and newspapers.

Photocopiers and microform reader-printers are available at several locations in the library. The library is a member of AMIGOS, a regional broker of international bibliographic data and information services. Over 150 electronic databases covering most subjects are accessible from the library and over the internet through the Tech homepage at <http://library.atu.edu>. Assistance in the retrieval and use of materials is provided by seven professional librarians, ten 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.

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.

In July of 2014, Arkansas Tech University was granted a change in role and scope and permission to begin offering a Doctor of Education degree in school leadership. In May of 2015, the Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, granted accreditation for the Arkansas Tech Doctor of Education degree.

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 Business Administration, Master of Education, Master of Liberal Arts, Master of Science, Master of Science in Education, Master of Science in Nursing, Master of Electrical Engineering, Master of Mechanical Engineering, Educational Specialist in Educational Leadership, and Doctor of Education in School 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 Educational Leadership; Special Education K-12; Instructional Technology; School Counseling and Leadership; and Teaching, Learning and Leadership. The Doctor of Education includes a major in Educational Leadership.

The Doctoral degree in School Leadership focuses on scholar/practitioner involved in field-based action research in order to apply new knowledge and skills at work.

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, English with a TESL option, History, Teaching, 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 Business Administration provides a graduate business program for students wishing to further their education in business beyond the undergraduate level.

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 Science in Applied Sociology program 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 Sociological Principles, a concentrated effort is also made to establish the foundation necessary for application.

The Master of Science in Strength and Conditioning Studies is designed to provide graduate level instruction in the theory and science of strength and conditioning. The 33 hour program is designed to meet the needs of coaches, physical educators, physical therapists, athletic trainers, and others interested in the fitness profession. Upon completion of this degree, students may pursue certifications such as the Personal Trainer or Strength and Conditioning Specialist (CSCS) by the National Strength and Conditioning Association (NSCA).

The Master of Science in Student Affairs Administration 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 Master of Electrical Engineering and the Master of Mechanical Engineering program is designed to provide for advanced study and opportunities in project management and team leader positions. 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.

2020-2021 Graduate Catalog

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.

Program Accreditations

Accreditation Commission for Education in Nursing (ACEN)

3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
(404) 975-5000

Commission for Accreditation for Health Informatics and Information Management Education (CAHIIM)

(Health Informatics Administrator)

C/O AHIMA
233 N Michigan Avenue, 21st Floor
Chicago, IL 60601-5800
(312) 233-1100

Computing Accreditation Commission of ABET

415 N. Charles Street
Baltimore, MD 21201
(410) 347-7700

Council for Accreditation of Educator Preparation (CAEP)

1140 19th Street, N.W.
Suite 400
Washington, DC 20036
(202) 223-0077

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

Council for the Accreditation of Emergency Management Education (CAEME) Formerly Foundation for Higher Education Accreditation (FFHEA) (Emergency Management and Homeland Security)

1589 Skeet Club Road
Suite 102-109
High Point, NC 27265
(336) 841-8015

Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)

1401 Marvin Rd, NE
STE 307, #172
Lacey, WA 98516
(360)-205-2096

Council on Rehabilitation Education (CORE)

1699 E. Woodfield Road, Suite 300
Schaumburg, IL, 60173
(847) 944-1345

Engineering Accreditation Commission of ABET

415 N. Charles Street
Baltimore, MD 21201
(410) 347-7700

National Council for Accreditation of Teacher Education (NCATE)

1140 19th Street, Suite 400
Washington, DC 20036
(202) 223-0077

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

National Institutional Memberships

American Association of Colleges for Teacher Education (AACTE)
American Association of Colleges of Nursing (AACN)
American Association of Collegiate Registrars and Admissions Officers (AACRAO)
American Association of State Colleges and Universities (AASCU)
American Association of University Women (AAUW)
American Council on Education (ACE)
American Society for Engineering Education (ASEE)
Association for Institutional Research (AIR)
Association of Departments of English (ADE)
Association of Departments of Foreign Languages (ADFL)
Association of Governing Boards (AGB)
Association of Writers and Writing Programs (AWP)
Council for Adult and Experiential Learning (CAEL)
Council for Higher Education Accreditation (CHEA)
Council for Opportunity in Education (COE)
Council for the Advancement and Support of Education (CASE)
Council of Colleges of Arts & Sciences (CAH & CNHS)
Council of Graduate Schools (CGS)
Council on Hotel, Restaurant and Institutional Education (CHRIE)
Council on Undergraduate Research (CUR)
National Association of Student Personnel Administrators (NASPA)
National Association of University Fisheries and Wildlife Programs (NAUFWP)
National Business Education Association (NBEA)
National Collegiate Athletic Association (NCAA)
National Collegiate Honors Council (NCHC)
National Council on Rehabilitation Education (NCRE)
National League for Nursing (NLN)
National Recreation and Park Association (NRPA)

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
Athletics Director	(479) 968-0345
Administration and Finance	(479) 968-0300
Continuing Education Office	(479) 968-0318
Counseling Services	(479) 968-0329
Disability Services	(479) 968-0302
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) 968-0228
Professional Development Institute	(479) 964-0541
Public Safety	(479) 968-0222
Registrar's Office	(479) 968-0272
Residence Life	(479) 968-0376
Student Accounts	(479) 968-0271
Student Affairs	(479) 968-0276
University Testing Center	(479) 968-0302
Student Housing	(479) 968-0376
Ticket Sales	(479) 968-0337

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.

Equal Opportunity Employment

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, sexual orientation, gender identity, 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, sexual orientation, gender identity, age, disability, genetic information, or veteran status.

Affirmative Action

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, sexual orientation, gender identity, 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, Dr. Linda Birkner, who can be reached by emailing affirmative.action@atu.edu or calling 479-964-0583 ext. 3603.

Arkansas Tech University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age, disability, genetic information, or veteran status in any of its practices, policies, or procedures. This includes, but is not limited to, employment, admissions, educational services, programs or activities which it operates, or financial aid.

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, Title IX of the Educational Amendments of 1972, Section 503 of the Rehabilitation Act of 1973, Section 504 of the Rehabilitation Act Amendments of 1974, Age Discrimination Act, Vietnam Era Veterans Readjustment Assistance Act, Uniformed Services Employment and Reemployment Act, the Civil Rights Restoration Act of 1987, the Americans with Disabilities Act of 1990, and the Civil Rights Act of 1991. Responsibility for implementation and compliance with this Non-Discrimination Policy has been delegated to Dr. Linda Birkner, Affirmative Action officer who can be reached by emailing affirmative.action@atu.edu or calling 479-964-00583 ext. 3603.

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.

Annual Budget / Financial Report

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.

Academic Calendar

NOTE: The fall and spring dates below pertain to full-term courses, eight-week courses, and certain mini-term courses. The summer dates pertain to the stated summer sessions. The calendar for other condensed courses may differ from what is printed below. Please reference the Condensed Courses -Registration, Drop, and Refund Dates Form (https://ssbprod.atu.edu/pls/PROD/hws9date.p_displayForm) for course and term definitions and pertinent Academic Calendar dates for courses not conforming to the beginning and ending dates outlined below.

**Holidays noted are for face-to-face classes. For web-based courses, assignment due dates may fall on a holiday.*

Fall Term Opens - August 10, 2020 (dates are subject to change)

Fall Term - August 19, 2020 to December 8, 2020

Updated June 17, 2020

Selected fall activities	August 10 - 18
Registration	August 10 - 18
Classes begin	August 19
Last day to officially withdraw/drop courses with full reduction of tuition and fees	August 25
Last day to register and add courses/change sections	August 25
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	September 2
Labor Day holiday*	September 7
Deadline for degree audit (transcript evaluation), December 2021 graduates	October 2
Mid-term	October 7
Early registration for spring semester	October 19 - December 1
Last day to drop courses with a "W" or change from credit to audit	November 18
Students follow regular Wednesday class schedule	Tuesday, November 24
Thanksgiving holidays*	7:00 a.m., November 25 -7:00 a.m., November 30
Reading Day	8:00 a.m. – 5:00 p.m., Monday, November 30
End of course examinations (see exam week schedule)	7:00 p.m., November 30 - -5:30 p.m., December 4
Graduation	December 11 - 12

Fall Term - First Eight-Week Session

Late registration for first eight-week session	August 12
Classes begin	August 12
Last day to officially withdraw/drop courses with full reduction of tuition and fees	August 14
Last day to register and add courses/change sections	August 14
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	August 19
Labor Day holiday*	September 7
Last day to drop courses with a "W" or change from credit to audit	September 28
First eight-week session ends	October 6

Fall Term - Second Eight-Week Session

Late registration for second eight-week session	October 14
Classes begin	October 14
Last day to officially withdraw/drop courses with full reduction of tuition and fees	October 16
Last day to register and add courses/change sections	October 16
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	October 21
Thanksgiving holidays*	7:00 a.m., November 25 -7:00 a.m., November 30
Last day to drop courses with a "W" or change from credit to audit	November 30
Second eight-week session ends	December 8

Winter Intersession – December 14, 2020 to January 1, 2021 (dates are subject to change)

Late registration for winter intersession	December 14
Classes begin	December 14
Last day to officially withdraw/drop courses with full reduction of tuition and fees	December 14
Last day to register and add courses/change sections	December 14
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	December 16
Christmas Day holiday*	December 25
Last day to drop courses with a "W" or change from credit to audit	December 28
New Year's Day holiday*	January 1
Winter intersession ends	January 1

Spring Term Opens - January 4, 2021 dates are subject to change**Spring Term - January 11, 2021 to May 4, 2021**

Registration	January 4 - 8
Classes begin	January 11
Last day to officially withdraw/drop courses with full reduction of tuition and fees	January 15
Last day to register and add courses/change sections	January 15
Martin Luther King Day holiday*	January 18
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	January 26
Deadline for degree audit (transcript evaluation), May 2022 graduates	February 26
Mid-term	March 1
Early registration for summer, fall and winter intersession semesters	March 1 - April 27
Deadline for degree audit (transcript evaluation), summer 2022 graduates	March 19
Spring holidays*	7:00 a.m., March 22 -7:00 a.m., March 29
Last day to drop courses with a "W" or change from credit to audit	April 16
Reading Day	8:00 a.m. – 5:00 p.m., Monday, April 26
End of course examinations (see exam week schedule)	7:00 p.m., April 26 – 5:30 p.m., April 30
Graduation (all ceremonies in Tucker Coliseum)	
Ozark Campus	May 6
Graduate College	May 7
Russellville Campus Undergraduate	May 8

Spring Term - First Eight-Week Session

Late registration for first eight-week session	January 6
Classes begin	January 6
Last day to officially withdraw/drop courses with full reduction of tuition and fees	January 8
Last day to register and add courses/change sections	January 8
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	January 13
Martin Luther King Day holiday*	January 18
Last day to drop courses with a "W" or change from credit to audit	February 22
First eight-week session ends	March 2

Spring Term - Second Eight-Week Session

Late registration for second eight-week session	March 10
Classes begin	March 10
Last day to officially withdraw/drop courses with full reduction of tuition and fees	March 12
Last day to register and add courses/change sections	March 12
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	March 17
Spring holidays*	7:00 a.m., March 22 -7:00 a.m., March 29
Last day to drop courses with a "W" or change from credit to audit	April 26
Second eight-week session ends	May 4

**Summer Term - May 10, 2021 to August 4, 2021 dates are subject to change
May Summer Session May 10, 2021 to May 28, 2021**

Late registration for May session	May 10
Classes begin	May 10
Last day to officially withdraw/drop courses with full reduction of tuition and fees	May 10
Last day to register and add courses/change sections	May 10
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	May 12
Last day to drop courses with a "W" or change from credit to audit	May 24
May session ends	May 28

June/July Summer Session June 1, 2021 to July 1, 2021

Memorial Day holiday*	May 31
Late registration for June/July session	June 1-2
Classes begin	June 1
Last day to officially withdraw/drop courses with full reduction of tuition and fees	June 1
Last day to register and add courses/change sections	June 2
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	June 2
Last day to drop courses with a "W" or change from credit to audit	June 7
June/July session ends	June 25 (Thursday) July 1

July/August Summer Session July 6, 2021 to August 4, 2021

Fourth of July holiday*	(Monday) July 5
Late registration for July/August session	July 6 - 7
Classes begin	July 6
Last day to officially withdraw/drop courses with full reduction of tuition and fees	July 7
Last day to register and add courses/change sections	July 7

Last day to officially withdraw/drop courses with 80 percent reduction of tuition	July 12
Last day to drop courses with a "W" or change from credit to audit	July 30
July/August session ends	(Wednesday) August 4
Graduation	August 7
Fall Term Opens - August 9, 2021 dates are subject to change	
Fall Term - August 18, 2021 to December 7, 2021	
Selected fall activities	August 9 -17
Registration	August 9 - 17
Classes begin	August 18
Last day to officially withdraw/drop courses with full reduction of tuition and fees	August 24
Last day to register and add courses/change sections	August 24
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	September 1
Labor Day holiday*	September 6
Deadline for degree audit (transcript evaluation), December 2022 graduates	October 1
Mid-term	October 6
Fall break	October 14 - 15
Early registration for spring semester	October 18 - November 30
Last day to drop courses with a "W" or change from credit to audit	November 17
Thanksgiving holidays*	7:00 a.m., November 24 -7:00 a.m., November 29
Students follow regular Monday class schedule	Monday, November 29
Students follow regular Wednesday class schedule	Tuesday, November 30
Reading Day	8:00 a.m. - 5:00 p.m., Wednesday, December 1
End of course examinations (see exam week schedule)	7:00 p.m., December 1 -5:30 p.m., December 7
Graduation	December 10 - 11
Fall Term - First Eight-Week Session	
Late registration for first eight-week session	August 11
Classes begin	August 11
Last day to officially withdraw/drop courses with full reduction of tuition and fees	August 13
Last day to register and add courses/change sections	August 13
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	August 18
Labor Day holiday	September 6
Last day to drop courses with a "W" or change from credit to audit	September 27
First eight-week session ends	October 5
Fall Term - Second Eight-Week Session	
Late registration for second eight-week session	October 13
Classes begin	October 13
Last day to officially withdraw/drop courses with full reduction of tuition and fees	October 15
Last day to register and add courses/change sections	October 15
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	October 20

Thanksgiving holidays*	7:00 a.m., November 24 - 7:00 a.m., November 29
Last day to drop courses with a "W" or change from credit to audit	November 29
Second eight-week session ends	December 7
Winter Intersession - December 13, 2021 to December 31, 2021 (dates are subject to change)	
Late registration for winter intersession	December 13
Classes begin	December 13
Last day to officially withdraw/drop courses with full reduction of tuition and fees	December 13
Last day to register and add courses/change sections	December 13
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	December 15
Christmas Day holiday*	December 25
Last day to drop courses with a "W" or change from credit to audit	December 27
Winter intersession ends	December 31
Spring Term Opens - January 3, 2022 (dates are subject to change)	
Spring Term - January 10, 2022 to May 3, 2022	
Registration	January 3 - 7
Classes begin	January 10
Last day to officially withdraw/drop courses with full reduction of tuition and fees	January 14
Last day to register and add courses/change sections	January 14
Martin Luther King Day holiday*	January 17
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	January 25
Deadline for degree audit (transcript evaluation), May 2023 graduates	February 25
Mid-term	February 28
Early registration for summer, fall and winter intersession semesters	March 1 - April 26
Deadline for degree audit (transcript evaluation), summer 2023 graduates	March 18
Spring holidays*	7:00 a.m., March 21 -7:00 a.m., March 28
Last day to drop courses with a "W" or change from credit to audit	April 15
Students follow regular Monday class schedule	Monday, April 25
Students follow regular Wednesday class schedule	Tuesday, April 26
Reading Day	8:00 a.m. – 5:00 p.m., Wednesday, April 27
End of course examinations (see exam week schedule)	7:00 p.m., April 27 – 5:30 p.m., May 3
Graduation (all ceremonies in Tucker Coliseum)	
Ozark Campus	May 5
Graduate College	May 6
Russellville Campus Undergraduate	May 7
Spring Term - First Eight-Week Session	
Late registration for first eight-week session	January 5
Classes begin	January 5
Last day to officially withdraw/drop courses with full reduction of tuition and fees	January 7
Last day to register and add courses/change sections	January 7
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	January 12
Martin Luther King Day holiday*	January 17

Last day to drop courses with a "W" or change from credit to audit	February 21
First eight-week session ends	March 1
Spring Term - Second Eight-Week Session	
Late registration for second eight-week session	March 9
Classes begin	March 9
Last day to officially withdraw/drop courses with full reduction of tuition and fees	March 11
Last day to register and add courses/change sections	March 11
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	March 16
Spring holidays*	7:00 a.m., March 21 -7:00 a.m., March 28
Last day to drop courses with a "W" or change from credit to audit	April 25
Second eight-week session ends	May 3
Summer Term - May 9, 2022 to August 3, 2022 dates are subject to change	
May Summer Session May 9, 2022 to May 27, 2022	
Late registration for May session	May 9
Classes begin	May 9
Last day to officially withdraw/drop courses with full reduction of tuition and fees	May 9
Last day to register and add courses/change sections	May 9
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	May 11
Last day to drop courses with a "W" or change from credit to audit	May 23
May session ends	May 27
June/July Summer Session May 31, 2022 to June 30, 2022	
Memorial Day holiday*	May 30
Late registration for June/July session	May 31 - June 1
Classes begin	May 31
Last day to officially withdraw/drop courses with full reduction of tuition and fees	June 1
Last day to register and add courses/change sections	June 1
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	June 6
Last day to drop courses with a "W" or change from credit to audit	June 24
June/July session ends	(Thursday) June 30
July/August Summer Session July 5, 2022 to August 3, 2022	
Fourth of July holiday*	(Monday) July 4
Late registration for July/August session	July 5 - 6
Classes begin	July 5
Last day to officially withdraw/drop courses with full reduction of tuition and fees	July 6
Last day to register and add courses/change sections	July 6
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	July 11
Last day to drop courses with a "W" or change from credit to audit	July 29
July/August session ends	(Wednesday) August 3
Graduation	August 6

Administration

Board of Trustees

Eric Burnett, Fort Smith
Thomas Cotton, Dardanelle
Stephanie Duffield, Russellville
Tom Kennedy, Little Rock
Jim Smith, Fayetteville

Administrative Officers

Robin E. Bowen, 2014, President
 B.S., University of Kansas, 1982
 M.Ed., University of Arkansas, 1983
 Ed.D., Texas Tech University, 1988

Barbara J. Johnson, 2019, Vice President for Academic Affairs
 B.S., Winston-Salem State University, 1990;
 M.B.A., The Ohio State University, 1992;
 Ph.D., Vanderbilt University, 1999.

Linda Birkner, 2018, Vice President for Administration and Finance
 B.S.A., University of Arkansas, 1982
 M.Ed., University of Arkansas, 1984
 Ed.S., University of Arkansas, 1994
 Ed.D., University of Arkansas at Little Rock, 2003

Jason L. Geiken, 2020, Vice President for Advancement
 B.A., Baptist College of Florida, 2004;
 M.B.A., Iowa State University, 2011.

C. Blake Bedsole, 2018, Vice President for Enrollment Management
 B.S., University of Alabama, 2003
 M.A., University of Alabama, 2006
 Ed.D., University of Georgia, 2013

Keegan Nichols, 2017, Vice President for Student Affairs
 B.S.E., University of Central Arkansas, 2001
 M.S., University of Central Missouri, 2003
 Ed.D., Northern Illinois University, 2010

Administrative Staff

Carol Adkison, Associate Director of Information Systems for Administrative Systems
Karen Alexander, Coordinator of Grants Management
Sabrina Anwar, International Student Services Specialist
Jan Apple, Articulation Coordinator
Brett Arrington, Institutional Research Associate

Peggy Ayers, Director of Gift Planning
Sara Bailey, Grant Coordinator, Sponsored Programs and University Initiatives
Kaitlynn Beaird, Graduate Admission Officer
Angela Bell, College of Business Coordinator of Student Engagement
Laura Bewley, Case Manager
Sabrina Billey, Assistant Director for Transfer Recruitment
Linda Birkner, Assistant Vice President for Administration and Finance
Brandye Bisek, Director of Health Services
Jennifer Blasingame, SafeCare Enrollment Coordinator
Mike Bogue, Director of the APEX Center
Jessica Brock, Director of Admissions
Danielle Brooks, Assistant Dean for Diversity and Inclusion
Brett Brune, Dean of Student Engagement
Meighan Burke, Director of Student Transition
Sarah Burnett, Director of STEM Collaborative
Briana Byers, Assistant Director for Disability Services and University Testing
Cass Capen-Housley, Event Coordinator for Hospitality Administration
Liz Chrisman, Director of Photography
Pat Chronister, Assistant to the Vice President for Academic Affairs
Sara Chronister, International Student Immigration Specialist
Lisa Clark, Director of Online Partnership and Military Outreach
Brandi Collins, Licensing, Branding, and Editorial Manager
Pam Cooper, Director of Prospect Research
Will Cooper, Associate Dean for Student Conduct/Deputy Title IX Coordinator
Greg Crouch, Director of Grants and Sponsored Programs, Pre-Award
Jana Crouch, Associate Director for Enrollment
Angela Crow, Director of Student Accounts
Kelly Davis, Director of Alumni Relations
Kristy Davis, Associate Dean for Student Wellness
Shawna Davis, Target School Liaison, Upward Bound Program
Melanie Diffey, Academic/Student Support Counselor
Tim Diffey, Academic Advisor
Brent Drake, Director of Advancement Services
Brandi Duvall, Assistant Registrar
Nichole Edwards, Student Support Services Program Advisor
Katherine Ehemann, Associate Controller
Brent Etzel, Director of Library
Andrea Eubanks, Academic Services Coordinator
Bryan Fisher, Associate Vice President for Development
Jennifer Fleming, Assistant to the President
Lindelle Fraser, Coordinator of Graduate Student Support Services
Robert Fraser, Assistant Director, Budget Office
Eli Fuentes, Academic Advisor
Stacy Gal, Deputy Title IX Coordinator for Educational Outreach and Training/Title IX Investigator
Daniel Gallegos, Director of Athletic Communications
Amanda Gardner, Assessment Specialist
Brandie Gibbs, Associate Director of Undergraduate Student Recruitment

Delton Gordon, Associate Dean for Residence Life
Mary Gunter, Chief of Staff
Jamison Hall, Associate Registrar
Luke Hams, Area Coordinator for Residence Life
Rhonda Hawkins, Director of the Arkansas Small Business and Technology Development Center (ASBTDC)
Jill Hendricks, Director of Upward Bound Programs
Connie Herring, Assistant Registrar
Cori Hinson, Registered Nurse
Jessica Holloway, Director of Procurement and Risk Management Services
Samantha Huggins, Academic Advisor
Weiwei Ji, Instructional Design Specialist
Amanda Johnson, Director of Career Services
Kara Johnson, Coordinator of Civic Engagement
Jayne Jones, Coordinator of Special Events
Lois Kimbriel, Director, CCAMPIS Program
Caroline Kitchens, Director of Annual Giving Programs
Courtney Kline, Academic Advisor
Cara Knight, Academic Advisor
Robin Koontz, Nurse Practitioner
Bill Lacava, Assistant Dean for Residence Life
Chelsea Lairamore, Coordinator of Student Leadership
Brian Lasey, Director of Facilities Management
Ro in Lasey, Director of Center for Excellence in Teaching and Learning
Meredith Lawson, Associate Director for Recruitment
Ashlee Leavell, Assistant Dean for Student Wellness/Title IX Deputy Coordinator
Marika Lederman, Director of Academic Advising Center
Au ree Lund, Area Coordinator for Residence Life
Sandra Ma ry, Construction Manager
Alex Manly, Director of Technology Learning Resources
Su anne McCall, Controller
Joshua McMillian, Associate Dean of Students/Chief of Public Safety
Steve Milligan, Director of Technology Center/Associate Director of Information Systems for Networked Systems
Mark Mitchell, Instructional Design Specialist
Megan Morris, Academic Advisor
Tamara Morris, Training Specialist and Business Consultant, ASBTDC
Sydney Murphy, Assistant Director for Recruitment Events
John Nicholson, Area Coordinator for Residence Life
Susie Nicholson, NCAA Compliance Officer/Assistant Affirmative Action Officer
Shel y Norman, Coordinator of Multicultural Support
Hanna Norton, Assistant Director of the Center for Excellence in Teaching and Learning
Yasushi Onodera, Associate Dean for International and Multicultural Student Services
Laura Palmer, Coordinator of Marketing and Assignments for Residence Life
Alan Parsons, Academic Advisor, Veteran's Upward Bound
Tanda Patrick, Assistant Registrar
James Peck, Director of the Museum
Amy Pennington, Associate Vice President for Student Affairs/Dean of Students & Title IX Coordinator
Thomas Pennington, Associate Vice President and Counsel to the President
Carrie Phillips, Director of Marketing and Communications
Re ecca Reeves, Business Manager, Budget Office
Karen Riddell, Coordinator of Academic Support Services
Daniel Riedmueller, Academic Advisor

Lindsey Riedmueller, Student Support Services Program Advisor
Mike Rivas, Assistant Director for International Admissions
Josh Root, Counselor
Niki Schwartz, Director of Student Aid
Alexis Scrimshire, Associate Registrar
Kerry Shannon, Coordinator of Campus Recreation
Tera Simpson, Web Master and Digital Strategy Specialist
Allison Sims, Academic Advisor, Veteran's Upward Bound
Kristen Smith, Assistant Director for Recruitment Events
Kevin Solomon, Associate Dean for Campus Life
Kylia Stewart, Employer Relations Coordinator, Norman Career Services
Christina Stolar, Director of Human Resources
Regina Storment, Coordinator for Housing Administration
Heather Stout, Registered Nurse
Thomas Strahan, Coordinator of Fraternity and Sorority Life
Sam Strasner, Director of University Relations
Janice Taylor, Counselor
Ryan Taylor, Video Production Manager
Nikki Templeton, Counselor
Kerri Threlkeld, Associate Director for Admissions Operations
William Titsworth, Assistant Dean for Student Conduct/Lead Title IX Investigator
Colette Tobias, Assistant Dean for Residence Life
Scott Tomlin, Assistant Director for Academic Advising Center
Brandi Tripp, Senior Associate Registrar
Gadsana Vilavanh, Assistant Registrar
Alisa Waniewski, Associate Director for Academic Scholarships
Jason Warnick, Director, Office of Distinguished Scholarships
Jennifer Warren, Assistant Director of Procurement and Risk Management Services
KaShema Washington, Coordinator of Testing Services
Leann Watson, Counselor
Wyatt Watson, Director of Institutional Research and Assessment
Felisha Weaver, Director of Publications and Creative Services
Tammy Weaver, Registrar
Kenneth D. Wester, Director of Information Systems
Kyle Wewers, Nurse Practitioner
Heath Whorton, Emergency Manager
Dave Wilers, Academic Advisor
Alisha Williams, Director of Corporate and Foundation Relations
Kristie Wilson, Director of Veteran's Upward Bound
Lori Wineland, Director of Student Support Services Program
Craig Witcher, Counselor
Clay Wyllia, Coordinator of Alumni Engagement

Academic Administration

College of Arts and Humanities

Jeffrey Cass, Dean

Summer Bruch, Head of Art Department

David Ward, Head of Behavioral Sciences Department

Anthony Caton, Head of Communication and Journalism Department

Carl W. Brucker, Head of English and World Languages Department

David Blanks, Head of History and Political Science Department

Jeff Bright, Head of Music Department

College of Business

Russ Jones, Dean

Tracy Cole, Head of Department of Accounting, Finance, and Economics

Kevin Mason, Head of Department of Management and Marketing

College of Education

Linda Bean, Dean

Tim Carter, Associate Dean

Sarah Gordon, Head of Student Affairs Administration and Head of the Center for Leadership & Learning

Theresa Cullen, Head of Curriculum and Instruction Department

Rockie Pederson, Head of Health & Physical Education Department

John Freeman, Director of Ed.D. Program

David Bell, Director of Educator Licensure and Support Services

Danielle Hodges, Director of Teacher Education Student Services

College of Engineering and Applied Sciences

Judy L. Cezeaux, Dean

Pat Buford, Associate Dean

Justin Killingsworth, Head of Agriculture Department

Jerry Wood, Head of Computer & Information Science Department

Sandra Smith, Head of Emergency Management Department

Carl Greco, Head of Electrical Engineering Department

John Krohn, Head of Mechanical Engineering Department

Cathi McMahan, Head of Parks, Recreation and Hospitality Administration Department

College of eTech

Jeff Aulgur, Dean, College of eTech and Head of Professional Studies Department

College of Natural and Health Sciences

Jeff W. Robertson, Dean

John Jackson, Head of Biological Sciences Department

Jeanine L. Myers, Head of Mathematics Department

Shelly Daily, Head of Nursing Department

Jason Patton, Head of Physical Sciences Department

Graduate College

Richard Schoephoerster, Dean

Graduate Faculty

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

GABRIEL L. ADKINS, 2009

Associate Professor of Communication
B.A., Ottawa University, 1996;
M.S., Pittsburg State University, 2002;
M.A.L., Wichita State University, 2005;
Ph.D., University of Oklahoma 2011.

TURAJ ASHURI, 2016

Associate Professor of Mechanical Engineering
B.Sc., Tehran Azad University, Iran, 1999;
M.Sc., Sharif University of Technology, Iran, 2005;
Ph.D., Delft University of Technology, the Netherlands, 2012.

CHRISTINE E. AUSTIN, 2007

Professor of Student Affairs Administration
Director, Assessment and Institutional Effectiveness
B.A., University of Denver, 1984;
M.Ed., University of Maine, 1990;
Ph.D., University of Denver, 2007.

DOUGLAS BARRON, 2015

Assistant Professor of Biology
B.S., Louisiana State University, 2005;
M.S., University of Illinois, 2009;
Ph.D., Washington State University, 2014.

LINDA C. BEAN, 2000

Professor of Business
Dean, College of Education
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 Curriculum and Instruction
Head, Educator Licensure and Support Services
B.S., Arkansas Tech University, 1969;
M.Ed., University of Arkansas, 1972;
Ed.D., University of Arkansas, 1978.

DAVID R. BLANKS, 2015

Professor of History and Political Science
Head, Department of History and Political Science
B.A., Michigan State University, 1983;
M.A., Michigan State University, 1985;
Ph.D., Ohio State University, 1991.

STEVE BOUNDS, 2018

Professor of Educational Leadership
 B.S., Oklahoma Christian University, 1971;
 M.S., Arkansas State University, 1977;
 Ed.D., Arkansas State University, 1988;
 Ph.D., Arkansas State University, 1999.

HERBERT MATT BROWN, 2008

Associate Professor of Business Data Analytics
 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

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 - Little Rock, 2007.

REBECCA CALLAWAY, 2006

Professor of Instructional Technology
 B.S., Northwestern State University of Louisiana, 1973;
 M.S.N., Northwestern State University of Louisiana, 1977;
 Ph.D., Louisiana Tech University, 2004.

TIM L. CARTER, 1998

Professor of Curriculum & Instruction
 Associate Dean, College of Education
 B.S., Arkansas Tech University, 1989;
 M.Ed., Arkansas Tech University, 1994;
 Ph.D., University of Georgia, 1998.

ANTHONY CATON, 2004

Associate Professor of Journalism & Director of Broadcasting
 Head, Department of Communication & Journalism
 B.A., Arkansas Tech University, 1990;
 M.A., Arkansas Tech University, 1992.

E. URSULA CHANDLER, 1981

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

NATHANIEL CHAPMAN, 2015

Assistant Professor of Sociology
 B.S., College of Charleston, 2006;
 M.S., Virginia Tech, 2011;
 Ph.D., Virginia Tech, 2015.

ERIN CLAIR, 2006

Associate Professor of English
 Director of College Operations
 B.A., Case Western Reserve University, 1999;
 M.A., Texas State University, 2002;
 Ph.D., University of Missouri, 2007.

LORETTA COCHRAN, 2003

Associate Professor of Management
 B.S., Erskine College, 1991;
 M.S., Clemson University, 1994;
 Ph.D., Clemson University, 1999.

TRACY L. COLE, 2007

Professor of Legal Studies
 Head, Department of Accounting, Economics and Finance
 B.S.Ed, University of Arkansas, 1990;
 M.Ed., University of Arkansas, 1991;
 J.D., University of Arkansas - Little Rock, 2003.

RENE COUTURE, 2012

Associate Professor of Student Affairs Administration
 B.A., St. Michael's College, 1997;
 M.S., Indiana State University, 2003;
 Ph.D., University of Northern Colorado, 2010.

PAMELA D. DIXON, 2008

Associate Professor of School Counseling & Leadership
 Director, School Counseling and Leadership
 B.A., Arkansas Tech University, 1996;
 M.Ed., Arkansas Tech University, 2004;
 Ed.D., Waldon University, 2014.

PETER A. DYKEMA, 2001

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

AHMED ELKASSABGI, 2018

Assistant Professor of Finance
 B.S., Texas A & M University - Kingsville, 2004;
 M.B.A., Texas A & M University - Corpus Christi, 2008;
 Ph.D., Texas A & M International, 2014.

ERNEST J. ENCHELMAYER, 2005

Professor of English
 B.A., University of Mississippi, 1993;
 M.A., Arkansas State University, 1995;
 Ph.D., Southern Illinois University, 2006.

DAVID J. ESHELMAN, 2006

Professor of Communication
Director of Theatre

B.A., Case Western Reserve University, 1999;
M.F.A., University of Texas - Austin, 2002;
Ph.D., University of Missouri - Columbia, 2006.

MARCEL FINAN, 2001

Professor of Mathematics

B.S., Haigazian University, 1984;
M.S., University of Tennessee, 1992;
Ph.D., University of North Texas, 1998.

JOSHUA FISHER, 2011

Associate Professor of Art History

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.

JOHN FREEMAN, 2015

Professor of Educational Leadership

Director, Ed.D Program in School Leadership

B.A., Louisiana State University, 1976;
B.S., Louisiana State University, 1978;
M.Ed., Louisiana State University, 1982;
Ed.S., Louisiana State University, 1995;
Ph.D., Louisiana State University, 1997.

CHARLES J. GAGEN, 1990

Professor of Fisheries Science

B.S., University of Tennessee at Martin, 1983;
M.S., Pennsylvania State University, 1986;
Ph.D., Pennsylvania State University, 1991.

JORISTA GARRIE, 2016

Assistant Professor of Wildlife Sciences

B.S., University of Pretoria, South Africa, 2005;
M.S., University of the Witwatersrand, South Africa, 2010;
Ph.D., Southern Illinois University, 2014.

PAOLA GEMME, 2001

Professor of English

B.A., University of Genoa, 1990;
Ph.D., Pennsylvania State University, 1998.

REBECCA GOLDSTEIN, 2018

Assistant Professor of Psychology

B.S., Washington College, 2006;
M.S., Villanova University, 2008;
Ph.D., Louisiana State University, 2016.

SARAH GORDON, 2018

Associate Professor of Educational Leadership
 Head, Student Affairs Administration
 Head, Center for Leadership and Learning
 B.S., Oklahoma State University, 2005;
 M.S., Oklahoma State University, 2007;
 Ph.D., Oklahoma State University, 2013.

ELIZABETH GRAY, 2005

Associate Professor of Emergency Management
 B.A., Hendrix College, 1994;
 M.B.A., University of Arkansas - Little Rock, 1999;
 J.D., University of Arkansas - Little Rock, 1999.

CARL E. GRECO, 2001

Professor of Electrical Engineering
 Head, Department 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
 Chief of Staff
 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.

PATRICK D. HAGGE, 2014

Associate Professor of Geography
 B.A., University of Arkansas, 2005;
 M.S., The Pennsylvania State University, 2009;
 Ph.D., The Pennsylvania State University, 2013.

REZA J. HAMIDI, 2007

Assistant Professor of Electrical Engineering
 B.S., Semnan University, Iran, 2007;
 M.S., Tehran Polytechnic, Iran, 2011;
 Ph.D., University of Nevada, 2017.

SHELLIE HANNA, 2003

Associate Professor of Curriculum & Instruction
 B.A., Arkansas Tech University, 1988;
 M.Ed., Arkansas Tech University, 2002;
 Ed.D., Oral Roberts University, 2009.

MARTHA 'NAN' HARRELL, 2016

Assistant Professor for Computer & Information Science
 B.S., Henderson State University, 1989;
 M.S., University of Science, 2005;
 Ph.D., Nova Southeastern University, 2014.

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
 Graduate Program Director
 B.S.N., Harding University, 1986;
 M.S.N., University of Missouri - Kansas City, 1992;
 Ph.D., University of Arkansas for Medical Sciences, 2006.

NEWTON HILLIARD, 2014

Professor of Chemistry
 B.S., Wayland Baptist University, 1984;
 Ph. D., Texas Tech University, 1995.

DAVID HOELZEMAN, 2000

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

EMILY HOFFMAN, 2010

Associate Professor of English
 B.A., University of Kansas, 1999;
 M.A., University of Kansas, 2002;
 Ph.D., Oklahoma State University, 2009.

SEYED EHSAN HOSSEINI, 2017

Assistant Professor of Mechanical Engineering
 B.M.E., Semnan University, Iran, 2002;
 M.S., University Teknologi Malaysia, 2012;
 Ph.D., University Teknologi Malaysia, 2016.

PENG HUANG, 2017

Associate Professor of Finance and Economics
 Graduate Program Director
 B.B.A., Shanghai Jiao Tong University, 1999;
 M.E., Western Michigan University, 2003;
 Ph.D., Western Michigan University, 2006.

JAY M. HUDKINS, 2008

Associate Professor of Communication
 B.S.E., Baylor University, 1991;
 M.A., Baylor University, 1992;
 Ph.D., Texas A&M University, 2011.

DEBRA HUNTER, 2011

Associate Professor of Accounting
 B.A., Louisiana College, 1984;
 M.B.A., Baylor University, 1985;
 D.B.A., Louisiana Tech University, 2004.

SEAN T. HUSS, 2005

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

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

JOHN R. JACKSON, 2003

Professor of Fisheries Science
 Head, Department of Biological Sciences
 B.S., Michigan State University, 1983;
 M.S., Mississippi State University, 1987;
 Ph.D., Mississippi State University, 1996.

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

ALEXIS JOHNSON, 2015

Associate Professor of Communications
 B.S., University of Illinois - Chicago, 2009;
 M.S., Northwestern Illinois University, 2011;
 Ph.D., University of Nebraska - Lincoln, 2016.

KELLY JONES, 2018

Assistant Professor of History
 B.A., University of Arkansas - Little Rock, 2006;
 M.A., University of North Texas, 2008;
 Ph.D., University of Arkansas, 2014.

STEPHEN C. JONES, 2005

Professor of Management
 B.S., Pittsburg State University, 1981;
 M.B.A., Missouri State University, 1989;
 Ph.D., University of North Texas, 1998.

VIRGINIA JONES, 2014

Associate Professor of Communication
 B.A., University of New Mexico, 2002;
 M.A., University of Wisconsin, 2004;
 Ph.D., University of Kansas, 2012.

SCOTT JORDAN, 1994

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

MEHMET KELESTEMEUR, 2019

Assistant Professor of Mechanical Engineering
 B.S., Firat University 1984;
 M.S., Firat University, 1989;
 Ph.D, State University of New York - Buffalo, 1998.

CHRISTOPHER J. KELLNER, 1991

Professor of Wildlife Science
 B.S., University of California - Berkeley, 1978;
 M.S., Eastern Kentucky University, 1985;
 Ph.D., University of Arkansas, 1990.

RANDY KELLEY, 2019

Assistant Professor of Mechanical Engineering
 B.S., Texas A&M University, 1986;
 M.S., Kansas State University, 1994;
 M.E., Texas A&M University, 2005;
 Ph.D., Texas A&M University, 2010.

MUHAMMAD SAFEER KHAN, 2016

Associate Professor of Electrical Engineering
 B.E., NED University of Engineering and Technology, 1994;
 M.S.E.E., National University of Sciences and Technology, 2006;
 Ph.D., University of North Carolina, 2013.

GINA KRAFT, 2015

Associate Professor of Health and Physical Education
 Director, M.S. Strength and Conditioning Studies
 B.S., Oklahoma Baptist University, 1998;
 M.S., University of Oklahoma, 2001;
 Ph.D., Oklahoma State University, 2009.

JOHN L. KROHN, 1991

Professor of Mechanical Engineering
 Head, Department 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.

MASANORI KUROKI, 2013

Associate Professor of Economics
 B.S., California State University, 2002;
 M.S., California State Polytechnic University, 2004;
 Ph.D., University of California, 2011.

CAREY ELLIS LAFFOON, 2004

Professor of Nursing
 B.S.N., Arkansas Tech University, 1996;
 M.S.N., University of Central Arkansas, 2002;
 D.N.P., Union University, 2012.

TENNILLE LASKER-SCOTT, 2015

Assistant Professor of Professional Studies
 B.S., University of Arkansas - Little Rock, 2006;
 M.S., University of Arkansas - Little Rock, 2009;
 Ph.D., University of Georgia, 2015.

SANGKI LEE, 2007

Associate 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.

TIMOTHY LEGGETT, 2002

Associate Professor of Curriculum & Instruction
 B.S., William Carey College, 1975;
 M.Ed., William Carey College, 1980;
 Ed.D., Nova Southeastern University, 1995.

JOSHUA LOCKYER, 2011

Associate Professor of Anthropology
 B.A., University of Arizona, 1998;
 Ed.D., University of Georgia, 2007.

STANLEY D. LOMBARDO, 1977

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

ERIC LOVELY, 2002

Professor of Biology
 B.A., Bloomsberg University, 1992;
 M.S., University of New Hampshire, 1995;
 Ph.D., University of New Hampshire, 1999.

REJINA MANANDHAR, 2015

Assistant Professor of Emergency Management
 B.A., Tribhuvan University Institute of Engineering,
 2006; M.C.R.P, University of Texas - Arlington, 2010;
 Ph.D., University of North Texas, 2015.

KEVIN MASON, 1986

Professor of Marketing
 Head, Department of Management and Marketing
 B.S., Arkansas Tech University, 1982;
 M.B.A., University of Arkansas, 1986;
 Ph.D., University of Arkansas, 1995.

AARON MCARTHUR, 2012

Associate Professor of History
 B.A., Idaho State University, 2003;
 M.A., University of Nevada, 2005;
 Ph.D., University of Nevada, 2012.

TERRI J. MCKOWN, 1998

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.

CHARLES MEBI, 2009

Associate Professor of Chemistry

B.S., University of Buea, 1996;
 M.S., University of Buea, 1998;
 Ph.D., University of Nevada - Reno, 2007.

GREGORY MICHNA, 2017

Assistant Professor of History

B.S., Texas Woman's University, 2009;
 M.S., Texas Woman's University, 2012;
 Ph.D., West Virginia University, 2016.

DAVID MIDDLETON, 1998

Professor of Computer & Information Science Graduate Program Director

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

JULIE M. MIKLES-SCHLUTERMAN, 2007

Professor of Sociology

B.S., Arkansas Tech University, 1997;
 M.S., University of Tennessee, 2002;
 Ph.D., University of Tennessee, 2007.

CHERYL S. MONFEE, 1992

Professor of Nursing

B.S.N., University of Southern Alabama, 1982;
 M.S., University of Southern Mississippi, 1990;
 Ph.D., University of Arkansas for Medical Sciences, 2006.

WILLIAM MORELAN, 2019

Assistant Professor of Educational Leadership

Director, M.Ed.D Program in School Leadership Director, LEAD 21

B.S., Southwestern Adventist University, 1977;
 M.A.T., Andrews University, 1979;
 Ph.D., Andrews University, 2009.

JAMES L. MOSES, 1999

Professor of History

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

JUSTIN MOSS, 2016

Assistant Professor of Psychology

Graduate Program Director

B.A., University of Virginia, 2004;
 M.A., University of North Carolina - Wilmington, 2010;
 Ph.D., Florida State University, 2015.

TOMMY L. MUMERT, 1989

Assistant Professor of Journalism
 B.A., Arkansas State University, 1978;
 M.S.M.C., Arkansas State University, 1986.

DEBRA MURPHY, 2014

Associate Professor of Elementary Education
 B.S., Texas A&M University - Corpus Christi, 1992;
 M.S., Texas A&M University - Kingsville, 2000;
 Ph.D., Texas A&I University, 2012.

JOHN NARCUM, 2018

Assistant Professor of Marketing
 B.S., Arkansas Tech university, 2010;
 M.B.A., University of Central Arkansas, 2011;
 Ph. D., University of Memphis, 2017.

HANNA E. NORTON, 2001

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

THOMAS E. NUPP, 1997

Professor of Wildlife Science
 Director, Fisheries and Wildlife Science Program
 B.S., The Pennsylvania State University, 1987;
 M.S., Auburn University, 1992;
 Ph.D., Purdue University, 1997.

JOHN O'CONNOR, 2016

Associate Professor of Health and Physical Education
 B.S., Louisiana State University, 1990;
 M.S., Louisiana Tech University, 1995;
 Ph.D., Texas Woman's University, 2000.

DAVID M. OSBURN, 2000

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

JACKIE L. PAXTON, 1991

Professor of Curriculum & Instruction
 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.

ROCKIE PEDERSON, 2011

Professor of Health and Physical Education
 Head, Department of Health & Physical Education
 B.S., Henderson State University, 1979;
 M.S., Henderson State University, 1980;
 Ph.D., Texas Woman's University, 2000.

EKONG PETERS, 2015

Assistant Professor of Emergency Management
 B.A., Prairie View A & M University, 1989;
 M.U.P., Texas A & M University, 1994;
 Ph.D., University of North Texas, 2014.

SUSAN POZNAR, 1993

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

SHELLY RANDALL, 2010

Associate Professor of Nursing
 B.S., Arkansas Tech University, 2000;
 M.S., West Texas A&M University, 2004;
 Ph.D., Texas Woman's University, 2013.

BRYAN DEAN RANK, 2017

Assistant Professor of Agricultural Education
 B.S., Oklahoma Panhandle State University, 1997;
 M.S., Iowa State University, 2013;
 Ph.D., Iowa State University, 2016.

SEAN SCOT REED, 2012

Associate Professor of Music
 B.M., University of Texas, 1995;
 M.M., Rice University, 1998;
 D.M.A., University of Rochester, 2004.

WILLIAM REEDER, 2006

Assistant Professor of Journalism
 B.A., Arkansas Tech University, 1996;
 M.A., Arkansas Tech University, 2002.

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.

MICHAEL T. ROGERS, 2007

Professor of Political Science
 B.A., Wabash College, 1995;
 M.A., University at Albany - SUNY, 1999,
 Ph.D., University at Albany - SUNY, 2007.

RODNEY W. ROOSEVELT, 2017

Assistant Professor of Psychology
 B.S., Southern Illinois University, 1999;
 M.A., Southern Illinois University, 2003;
 Ph.D., Southern Illinois University, 2013.

REGINA ST. JOHN, 2006

Associate Professor of English
 B.A., University of Arkansas - Monticello, 1993;
 M.A., Arkansas State University, 1994;
 Ph.D., Ball State University, 2004.

SELENA SASSER, 2018

Assistant Professor of Curriculum and Instruction
 B.S., The University of Memphis, 1997;
 M.S., The University of Memphis, 2005;
 Ph.D., Southern Illinois University - Carbondale, 2014.

JEREMY SCHWEHM, 2012

Associate Professor of Professional Studies
 B.S., Louisiana State University, 2000;
 M.S., Northwestern State University, 2007;
 Ph.D., University of Georgia, 2011.

MARY VICTORIA SHARPE, 2016

Assistant Professor of English
 B.A., Sewanee: The University of the South, 2007;
 M.A., The University of Texas - Austin, 2009;
 Ph.D., The University of North Texas - Austin, 2013.

ASIM SHRESTHA, 2017

Assistant Professor of Computer and Information Science
 B.S., Tribhuvan University, Nepal, 2006;
 M.S., Louisiana State University, 2010;
 Ph.D., Louisiana State University, 2017.

DAVID SMITH, 2018

Assistant Professor of Curriculum and Instruction
 B.S., University of Nevada - Reno, 1996;
 M.S., University of Virginia, 2002;
 Ph.D., Southern Illinois University - Carbondale, 2015.

SANDRA SMITH, 2011

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, 2006.

V. CAROLE SMITH, 2004

Professor of Curriculum & Instruction
 B.M., University of Arizona, 1969;
 M.M., University of Arizona, 1972;
 M.Ed., University of Arizona, 1980;
 Ph.D., University of Arizona, 1986.

JAMIE STACY, 2008

Associate Professor of Emergency Management
 Assistant Director, University Honors
 B.S., Arkansas Tech University, 2006;
 M.S., Arkansas Tech University, 2008;
 Ph.D., University of Central Arkansas, 2015.

JAMES STOBAUGH, 2012

Associate Professor of Sociology
 B.A., University of Hawaii, 2002;
 M.A., University of California, 2007;
 Ph.D., University of California, 2012.

JOSEPH B. N. SWAIN, 2008

Associate Professor of Geography
 B.S., Northwestern State University, 2000;
 M.A., Western Illinois University, 2003,
 Ph.D., University of Oklahoma, 2008.

H. MICHEAL TARVER, 2002

Professor of History
 B.G.S., The University of Louisiana - Lafayette, 1983;
 M.A., The University of Louisiana - Lafayette, 1990;
 Ph.D., Bowling Green State University, 1995.

A. ARWEN TAYLOR, 2016

Assistant Professor of English
 B.A., Brigham Young University, 2005;
 M.A., Indiana University, 2009;
 Ph.D., Indiana University, 2015.

JORDAN THIBODEAUX, 2016

Assistant Professor of Psychology
 B.S., University of Louisiana - Lafayette, 2007;
 M.S., University of Louisiana - Lafayette, 2011;
 Ph.D., George Mason University, 2016.

TERESA R. TOLAND, 2014

Associate Professor of Curriculum & Instruction
 B.S.E., Southern Arkansas University, 1985;
 M.S.E., Henderson State University, 1997;
 M.L.I.S., University of Oklahoma, 2005.

ELLEN TREADWAY, 2012

Assistant Professor of Teaching, Learning, and Leadership Director, MTLL/NTL Program
 B.A., Rhodes College, 1986;
 M.A.T., University of Memphis, 1987;
 M.A., Indiana University, 1990;
 Ph.D., Indiana University, 2000.

JACK E. TUCCI, 2013

Professor of Management
 William M. Lemley Endowed Chair
 B.B.A., University of Texas, 1989;
 M.B.A., University of Texas, 1990;
 Ph.D., University of North Texas, 1996.

JASON ULSPERGER, 2006

Professor of Sociology
 B.S., University of Central Arkansas, 1997;
 M.A., Arkansas State University, 1999;
 Ph.D., Oklahoma State University, 2003.

SUSAN J. UNDERWOOD, 2003

Professor of Student Affairs Administration
 B.S., Western Kentucky University, 1980;
 M.A.Ed., Western Kentucky University, 1982;
 Ph.D., New Mexico State University, 1990.

THOMAS A. VAUGHN, 2003

Professor of Communication
 B.A., University of Arkansas, 1990;
 M.A., University of Arkansas, 1992;
 Ph.D., Indiana University, 1998.

ROBERT VORK, 2014

Assistant Professor of English
 B.A., University of Minnesota, 2001;
 M.A., University of Chicago, 2004;
 Ph.D., Emory University, 2013.

MICHAEL WALLER, 2017

Associate Professor of Health & Physical Education
 B.S., Western Illinois University, 1994;
 M.A., Concordia University, 2003;
 Ph.D., The University of Utah, 2011.

LYNN WALSH, 2010

Professor of Curriculum & Instruction
 B.S.E., Indiana University, 1974;
 M.A., University of Houston, 1980;
 Ed.D., Baylor University, 2001.

MICHAEL X. WANG, 2018

Assistant Professor of English
 B.S., Northwestern University, 2006;
 M.F.A., Purdue University, 2010;
 Ph.D., Florida State University, 2015.

DAVID W. WARD, 1999

Professor of Psychology
 Head, Department of Behavioral Science
 B.S., University of Texas, 1986;
 M.S., University of Georgia, 1990;
 Ph.D., University of Georgia, 1998.

JASON WARNICK, 2006

Professor of Psychology
 Director of Distinguished Scholarships Program
 B.A., Arkansas Tech University, 2002;
 B.S., Arkansas Tech University, 2002;
 M.A., University of Mississippi, 2004;
 Ph.D., University of Mississippi, 2006.

DANIEL T. WARWICK, 2007

Assistant Professor of Psychology
 B.S., University of Arkansas, 1991;
 M.S., University of Arkansas, 1993;
 M.S., University of Central Arkansas, 2008;
 Ph.D., University of Central Arkansas, 2018.

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 Informatics

Director of Health Information Management

B.S., Southwestern Oklahoma State University, 1983;

M.Ed., Southwestern Oklahoma State University, 1988;

Ph.D., Capella University, 2008.

PENNY P. WILLMERING, 1999

Professor of Rehabilitation Science

Director of Rehabilitation Science

B.S.Ed., University of Missouri - Columbia, 1979;

M.A., Southern Illinois University, 1986;

Ph.D., University of Wisconsin - Madison, 1999.

DEBORAH WILSON, 1992

Professor of English

B.A., Louisiana Tech University, 1974;

M.Ed., Mississippi College, 1982;

Ph.D., Louisiana State University, 1991.

ERICA L. WONDOLOWSKI, 2015

Assistant Professor of Rehabilitation Science

B.A., Eastern Connecticut State University, 2007;

M.S., Springfield College, 2011;

Ph.D., Michigan State University, 2015.

JERRY WOOD, 2010

Associate Professor of Computer and Information Science Head,

Department of Computer and Information Science

B.S., University of Arkansas - Little Rock, 2003;

M.S., Arkansas Tech University, 2008;

Ph.D., University of Arkansas - Little Rock, 2015.

JEFFREY R. WOODS, 2000

Professor of History

B.A., University of Kansas, 1992;

M.A., University of Arkansas, 1994;

Ph.D., Ohio University, 2000.

SAM M. WORLEY, 1997

Professor of English

B.A., The University of Texas - Austin, 1981;

M.A., The University of North Carolina - Chapel Hill, 1986;

Ph.D., The University of North Carolina - Chapel Hill, 1991.

TSUNEMI YAMASHITA, 1998

Professor of Biology

B.A., Hendrix College, 1985;

Ph.D., Vanderbilt University, 1993.

GUOLIN YI, 2017

Assistant Professor of History

B.A., Sichuan International Studies University, China, 2003;

M.A., Wayne State University, 2009;

Ph.D., Wayne State University, 2013.

MATTHEW YOUNG, 2016

Assistant Professor of Electrical Engineering

B.Sc., Arkansas Tech University, 2009;

M.Sc., University of Arkansas, 2012;

Ph.D., University of Arkansas, 2017.

KAIMAN KAREN ZENG, 2016

Assistant Professor of Engineering

B.S., China University of Petroleum Beijing, 2005;

M.E., Beihang University Beijing, 2009;

Ph.D., Florida International University, 2015.

Fees & Charges

Tuition and Fees

Resident (per credit hour)	\$292
Non-resident (per credit hour) ¹	\$584
Technology operations fee (per credit hour)	\$16.50
Instructional support fee (per credit hour)	\$12.25
Facilities fee (per credit hour)	\$18
Student activity fee (per credit hour)	\$2.50
Health and Wellness Fee (per credit hour)	\$8.50
Athletic Student Fee (per credit hour)	\$20
Public Safety Fee (per credit hour)	\$2.25
Library Fee (per credit hour)	\$1.25
Student Union/ Recreation Center Fee (per credit hour) ²	\$6.25
Graduate Application Fee	\$40

¹ Information concerning residence status may be obtained from the Registrar's Office, Brown Hall, Suite 307 (479) 968-0272.

² Students in a *qualified* online program, meeting certain criteria will not pay the Public Safety Fee, Student Recreation/ Student Union Fee and Students Activity Fee. This criterion is defined as students who are enrolled in a *qualified* online program that can be completed entirely online, are enrolled in a semester of entirely online coursework, and have no physical presence on campus.

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/summer)	\$50
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Residence Hall Board Charges (Each Fall and Spring Semesters)

Unlimited meals per semester + \$100 Declining Balance Dollars (Tech Platinum 1)	\$1,711
Unlimited meals per semester + \$175 Declining Balance Dollars (Tech Platinum 2)	\$1,786

210 meals per semester + \$100 Declining Balance Dollars (Tech Gold 1)	\$1,559
210 meals per semester + \$175 Declining Balance Dollars (Tech Gold 2)	\$1,634
10 meals per week + \$100 Declining Balance Dollars (Tech Silver 1)	\$1,460
10 meals per week + \$175 Declining Balance Dollars (Tech Silver 2)	\$1,535
65 meals per semester plus \$100 Declining Balance Dollars-Commuter Plan (Plan D)	\$643
40 meals per semester plus \$100 Declining Balance Dollars-Commuter Plan (Plan E)	\$458
\$500 in Declining Balance Dollars (Plan F)	\$500
\$300 in Declining Balance Dollars (Plan G)	\$300

Residence Hall Room Charges - Per Semester

	Double	Triple	Quad
Hughes Hall	\$1,860	n/a	n/a
Brown Hall	\$1,860	n/a	n/a
Turner Hall	\$1,860	n/a	n/a
Wilson Hall	\$1,920	n/a	n/a
Jones Hall	\$2,170	n/a	n/a
Tucker Hall	\$2,040	n/a	n/a
Baswell Hall	\$2,525	n/a	n/a
M Street Hall	\$2,525	\$2,020	n/a
Nutt Hall	\$2,525	\$2,020	\$1,820
Paine Hall	\$2,525	n/a	n/a
Stadium Suites	\$2,525	n/a	n/a
Caraway Hall - Sorority Housing	\$1,980	\$1,584	n/a

University Commons Apartments

2 bedroom apartments (Each Fall and Spring Semesters)	\$3,850
4 bedroom apartments (Each Fall and Spring Semesters)	\$3,120
Vista Apartments (Each Fall and Spring Semesters)	\$3,120

Other Fees and Charges

Late registration fee	\$25
Adding/dropping courses	\$10
Online/Mixed Technology fee (per credit hour assessed on all distance learning/mixed technology courses)	\$10
Returned check	\$10
Replacement of ID card	\$25

Post Office box rent: Per Semester (Fall/Spring)	\$15
Post Office box rent: Summer Term	\$15
Auto registration	\$45

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, while residing on campus. All students living in residence halls are required to purchase a meal plan. 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, with the exception of Jones, Stadium Suites, and Wilson. However, residents may remain in the residence halls during this period provided they submit proper paperwork to the Department 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.

Eligibility:

To be eligible to be a Resident in a **University residence hall**, a person must carry a meal plan (for residents of Vista Place, and University Commons Apartments; a meal plan is optional) and be enrolled at the University campus in a minimum of six (6) graduate hours each semester. The University reserves the right not to contract with persons who are currently violating or have previously violated the terms and conditions of a housing contract or other University rules or regulations, or who have a past due balance with the University.

To be eligible to be a Resident in the **University Commons Apartments**, a person must be enrolled at the University campus in a minimum of six (6) graduate hours each semester. Initial preference for University Commons Apartment assignments will be given to undergraduate students who have earned a minimum of thirty (30) credit hours of college work and have a minimum (2.5) cumulative grade point average. The University reserves the right not to contract with persons who are currently violating or have previously violated the terms and conditions of a housing contract or other University rules or regulations, or who have a past due balance with the University. The maximum number of persons occupying an apartment shall be no more than four (4) persons in a four-bedroom apartment, and no more than two (2)

persons in a two-bedroom apartment. No other occupants are permitted. Residents of the University Commons Apartments are required to pay \$250.00 security deposit.

To be eligible to be a Resident in **Vista Place Apartments**, a person must be enrolled at the University campus in a minimum of six (6) graduate hours each semester. Initial preference for Vista Place Apartment assignments will be given to undergraduate students who have earned a minimum of thirty (30) credit hours of college work and have a minimum (2.5) cumulative grade point average. The University reserves the right not to contract with persons who are currently violating or have previously violated the terms and conditions of a housing contract or other University rules or regulations, or who have a past due balance with the University. The maximum number of persons occupying an apartment shall be no more than four (4) persons in a four-bedroom apartment.

Payment of Accounts

Financial settlement may be made by personal payment or **AUTHORIZED** financial aid (loans, scholarships, grants, third parties, etc.). Credit card and eCheck payments are only accepted through OneTech under "Payment Options". A 2.75% convenience fee will apply toward student's accounts made via a merchant card. Cash and check payments may be made at the Student Accounts cashier window in RCB Room 241. 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. 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 transcripts, recommendations, advance registration, or readmission to any term. Collection fees for outstanding debts owed to the University will 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. Withdrawal dates for course with beginning and/or ending dates outside the traditional term

can be found at: <https://www.atu.edu/registrar>.

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 eleventh 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 eleventh day of the semester. No reduction in fees will be made after the fifth day of the semester.

Financial Aid

The following aid programs are available to graduate students: the Federal Direct Unsubsidized and Direct PLUS Loan Programs, which provide loans (interest rate determined annually) 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 <https://www.atu.edu/finaid/> or by e-mail at fa.help@atu.edu. Priority deadlines are **April 1** for summer, **January 15** for fall, and **October 1** for spring.

In addition to general requirements listed in the financial aid academic policy located at https://www.atu.edu/finaid/docs/Satisfactory_Academic_Progress_2017_forward.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. This is calculated as shown:
Hours passed ÷ hours attempted = 67% or greater.
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. Available assistantships will be posted and updated accordingly throughout the academic year. Student inquiries regarding specific positions should be directed to the contact person listed in the posting. Additionally, it is the responsibility of the applicant to pursue possible positions through the posted openings on the [graduate assistant webpage](#) and by contacting the individual departments.

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 (6) hours of course work per semester. During summer sessions students may enroll in graduate hours as long as they do not exceed their waiver hour allotment and have not graduated from Graduate College. Students are eligible to hold a GA position for a minimum of four (4) regular semesters. Maymester and summer terms do not count as part of the four (4) semesters as long as 18 graduate credit hours are not exceeded within one (1) fiscal year. Exceptions may be made upon the approval of the appropriate program director and the Graduate College Dean. Students selected to hold a graduate assistantship may work only within their contracted department; multiple graduate assistantships within one time period are not acceptable. Additionally, GAs may not hold multiple on-campus roles, i.e. GA and student worker, during the same semester term without prior approval from the Graduate College Dean.

A student may receive 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 completing a [Graduate Assistant Fifth Semester Request Form](#) and providing a detailed written justification to the Graduate Dean. All requests for an additional semester should be received by the application deadlines.

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 for out-of-state tuition charges.

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

In-State Tuition for Military Personnel, Veterans and Dependents

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>

Regardless of residence, Arkansas Tech University shall classify a student as in-state or resident for the purpose of tuition and fees applicable for all programs of study, including distance learning programs, if the student is a:

1. Veteran who was discharged or released from a period of not less than ninety (90) days of active duty in the military, naval, or air service within three (3) years before the date of enrollment in a program of study;
2. Dependent of a veteran under subdivision (1) above;
3. Member of the armed forces;
4. Spouse of a member of the armed forces;
5. Veteran using educational assistance under either Chapter 30 (Montgomery G.I. Bill®) - Active Duty Program) or Chapter 33 (Post-9/11 G.I. Bill®), of Title 38 of the United States Code, who lives in the State of Arkansas while attending a school located in the State of Arkansas (regardless of his/her formal State of residence) and enrolls in the school within three years of discharge from a period of active duty service of 90 days or more;
6. Spouse or child using transferred Post-9/11 G.I. Bill® benefits (33 U.S.C. §3319) who lives in the State of Arkansas while attending a school located in the State of Arkansas (regardless of his/her formal State of residence) and enrolls in the school within three years of the transferor's discharge from a period of active duty service of 90 days or more;
7. Spouse or child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S. §§3311(b)(9)) who lives in the State of Arkansas while attending a school located in the State of Arkansas (regardless of his/her formal State of residence) and enrolls in the school within three years of the Service member's death in the line of duty following a period of active duty service of 90 days or more;
8. Person who initially met the requirements set out in sections 5, 6, or 7 will maintain "covered individual" status as long as he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school even if he or she is outside the 3-year window or enrolls in multiple programs. For purposes of a student who is eligible for in-state tuition solely under

sections 5, 6, or 7 above, that person must have enrolled in the school prior to the expiration of the three year period following discharge or death described above in sections 5, 6 or 7 and must be using educational benefits under either Chapter 30 or Chapter 33 of Title 38 of the United States Code; or

9. Member of the armed forces or "covered individual" as identified in Section 702 of the Veterans Access, Choice and Accountability Act of 2014.

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 Brown 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.

Dr. Richard Ihde Emergency Management Communications Scholarship

This scholarship was established by friends and family of Dr. Richard Ihde to benefit a student majoring in Emergency Management. The scholarship will be awarded each year that funds are available to a full-time graduate or undergraduate student who is in good academic standing. Applicant must demonstrate financial need. In addition to the scholarship application and letters of recommendation, the applicant must submit a 500-word essay on the topic of the importance of communication in emergency management.

Ed Leachman Emergency Management Scholarship

Through the generosity of Roy and Sandy Smith, this scholarship was established to honor Mr. Ed Leachman, former assistant professor of Emergency Management. The recipient of this award must be an undergraduate or graduate student at Arkansas Tech University pursuing a degree within the Department of Emergency Management. The recipient must be active in the International Association of Emergency Managers and demonstrate financial need. Applicants must submit a statement as to how the scholarship will help him/her reach career goals.

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 has been established and 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.

Graduate College Recognition Awards

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
- Resume
- 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 a faculty member of the Graduate College, 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 scholarly papers 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 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 provides the opportunity for cultural exchange and aids in helping all Tech students develop global competence to appreciate 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 Japanese Student Association, the Saudi Student Association, and the Association for Cultural Interaction. 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, email at imsso@atu.edu, or online at www.atu.edu/imsso.

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, speaking, and note-taking instruction for English language deficient students. As part of the Department of English and World Languages, ELI welcomes students from diverse backgrounds whether international or U.S. resident. Additional information may be obtained by calling (479) 890-5025 faxing (479) 880-2039, or writing to the Coordinator of the English Language Institute, Tomlinson Hall, Arkansas Tech University, Russellville, Arkansas 72801, U.S.A.

Veterans Benefits

Veteran's Benefits - Arkansas Tech University is approved by the State Approving Agency (SAA) as a school whereby eligible veterans and veterans' beneficiaries may use educational benefits while working toward a degree. Eligible students should contact the Office of Veteran Services to obtain information regarding school attendance under the following programs: Title 38, Chapter 33, Post-9/11 GI Bill® (*GI Bill® is a registered trademark of the U.S.*

Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>); Title 38, Chapter 30, Montgomery GI Bill® Active Duty; Title 38, Chapter 32, Veterans Educational Assistance Program; 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. Enrollment certification will not be sent to the Department of Veteran's Affairs until the person applying for veteran's benefits has been admitted to the University and prior credit evaluated. Students must request certification for each term to be certified and are responsible for notifying the certifying official of any changes in enrollment status or eligibility. Veterans may be given placement credit for prior military training by providing an official military transcript or DD-214.

All active duty military service persons and veterans eligible under the GI Bill® as determined by the VA who are classified as "out-of-state" for tuition purposes shall receive a waiver of out-of-state tuition charges. Arkansas Tech University complies with Section 702 of the Veterans Choice Act. For additional information, please contact the Office of Veteran Services. See also "In-State Tuition for Military Personnel, Veterans and Dependents" in the Fees and Expenses section of this catalog.

The Office of Veteran Services is located in the Doc Bryan Student Services, Suite 104. Students may stop by the Office of Veteran Services or call (479) 968-0445 if they have questions or need assistance in applying for their benefits.

Barnes & Noble College at Arkansas Tech

Your campus bookstore is located in the Young Building. Barnes & Noble College carries all required course materials, including textbooks. Here, you can buy, rent, or digitally download most titles. The bookstore price matches with Textbook Brokers Russellville, Amazon.com, and bn.com (must be shipped and sold by Amazon and Barnes & Noble). The Bookstore has a large selection of Tech gear and apparel. School supplies, electronics, and graduation regalia are also available.

Textbook Refund Guidelines

The Bookstore will issue full refunds in the original form of payment for textbooks purchased at the Bookstore if returned in the original condition, with an original receipt and within the first week of classes. Within 30 days of the first day of classes, textbooks will be refunded with an original receipt and with a valid proof of add/drop.

BuyBack/Rental Return Information

The Bookstore will buy back some textbooks at the end of each semester (fall, spring, and summer) during finals week. Rentals are due at the end of each semester they are issued, on the last day of finals."

Please visit our website at <https://www.atu.edu/bookstore> for the most up-to-date information about the bookstore.

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 Department of Public Safety office located at 1508 North Boulder Avenue, or online at <https://www.atu.edu/psafe/docs/ParkingMap2014.pdf>.

Registration of vehicles shall be accomplished at the time of regular registration for the fall, spring or summer semesters. Vehicles can be registered by following these steps:

- 1) Log in to OneTech (<http://onetech.atu.edu>).
- 2) Go to the "Personal Information" channel located on the welcome page.
- 3) Click on the link "Purchase Parking Permit," and follow the instructions to purchase a permit.

Individuals will need to know the make and model of their vehicle as well as their license plate number in order to complete the process listed above. Students may purchase permits with a credit card, a debit card or post the charge to their student account. Faculty and staff may purchase their permit online with a credit card or a debit card. Those purchasing their hangtags using a credit or debit card will receive an e-mail confirming their purchase. Once the parking permit is purchased, faculty, staff and students will have an opportunity to print a temporary parking permit to be displayed on their vehicle dashboard until the permanent one arrives in 7-to-10 business days.

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.

Permits are valid from August 15th one year through August 15th of the next year. Permits must be displayed by hanging on 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 permits can be moved from vehicle to vehicle. 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 permit per individual can be purchased unless the prior permit was lost or stolen. The reported lost or stolen permit will be invalid. There is no refund for 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.

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 Doc Bryan, Suite 119, provides confidential treatment of minor injuries and illnesses through a well-equipped facility and within the scope and practice of the registered nurse and certified nurse practitioners 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, 8:00 am - 5:00 pm. Students are strongly encouraged to make appointments; however, available walk-in times are from 8:20 am - 4:00 pm on Monday - Friday on a first call basis. 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.

Counseling Services

Counseling services provides counseling, consultation, and outreach to the Arkansas Tech University community. The counseling staff is committed to promoting the educational mission of the university by working with the campus community to establish and maintain healthy and effective behavior patterns and lifestyles that enhance learning and personal development. The range of services provided includes personal counseling for students in individual, couples, or group sessions. The staff provides consultations to students, parents, staff, faculty and administration. There is a small library of self-help books and videos, and a variety of informational brochures available. Presentations and outreach programming are scheduled throughout the year and are available upon request.

Services are provided Monday-Friday from 8:00 am-5:00 pm year round. Counseling Services is staffed by licensed counselors trained to provide professional counseling services. For additional information, please visit the Health and Wellness Center in Doc Bryan, Suite 119 or call 479-968-0389.

For more information, please visit: www.atu.edu/cs/center.

Disability Services for Students

The Office of Disability Services (DS) facilitates reasonable accommodations in programs, services, and activities to enable students with disabilities access to the same opportunities as their peers. Disability Services staff make accommodation determinations based on documentation provided by the student, including medical and psychological evaluations. Students must self-identify through an application process and meet with a Disability Services staff member for determination and facilitation of reasonable and appropriate accommodations. For information on registering with the Disability Services office or to make an appointment with a staff member, please call (479) 968-0302, TTY: (479) 964-3290, email at disabilities@atu.edu, or stop by the office located in the Doc Bryan Student Services Building, Suite 141. An online application for services can be found at www.atu.edu/disabilities/

University Testing Center

The University Testing Center administers standardized and institutional examinations including the ACT, Next Generation ACCUPLACER, Miller Analogies Test, Test of English as a Foreign Language (TOEFL), PRAXIS, TEAS, and credit by examination (CLEP). The University Testing Center is

located in Doc Bryan, Suite 141. Students may contact testing center staff via phone (479) 968-0301, TTY: (479) 964-3290, or via email: utds@atu.edu. Tests that require payment through Arkansas Tech University may be paid by credit card in the University Testing Office, and cash payments may be accepted in the Office of Student Accounts, Brown Hall, Suite 241. For additional information regarding testing schedules, students may visit www.atu.edu/testing

Norman Career Services

The Norman Career Services office is dedicated to educating and professionally preparing students to meet their career goals. The office provides students and alumni a variety of resources on-campus and through the website at www.atu.edu/career. The Norman Career Services office also provides an online career management program, Handshake, for students and graduates who are searching for internships, on-campus, part-time, and/or full-time positions. Beginning with the student's freshmen year, all students are encouraged to take self-assessments through FOCUS 2. The staff is available for private appointments to assist students and alumni with their career goals, resumes, cover letters, and personal marketing plans. Additionally, outreach programs for students are available including professional development workshops, classroom visits, custom student organization workshops, and employer events.

Employers partner with the Norman Career Services office to post employment opportunities through Handshake, as well as to arrange for additional opportunities to grow their on-campus presence. Events such as career fairs, information sessions, corporate mixers, and interviews are all arranged through Norman Career Services. By ensuring that Arkansas Tech University graduates are given every opportunity for success, Norman Career Services strives to inform students and prepare them to be successful in the workforce.

Additional information concerning Norman Career Services may be obtained by visiting the website at www.atu.edu/career, by calling (479) 968-0278, or by emailing career.services@atu.edu.

Academic Information

Admission to Graduate College

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 at the Graduate College.

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

Email graduateadmissions@atu.edu
Phone (479) 968-0398
Fax (479) 964-0542
Online <https://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 Disability Services, Doc Bryan, Room 141, or call (479) 968-0302. Disability Services 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 one (1) MMR immunization shot to the Tech Health and Wellness Center prior to enrollment in classes. For more information, contact the Health and Wellness Center at (479) 968-0329.

Unconditional Admission for Entering Graduate Students

Admission applicants must:

1. Applicants must pay a \$40.00 nonrefundable application fee.
2. Applicants must hold a bachelor's degree from an accredited college verified by an official transcript.
3. Applicants must 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. Applicants must request a complete undergraduate official transcript from their bachelor's awarding institution sent directly to the Graduate College. Mail all materials to: Graduate College, 1507 North Boulder Avenue Tomlinson 113, Russellville, AR 72801. Electronic official transcripts may be emailed to graduateadmissions@atu.edu.
5. Applicants must meet additional admission requirements specified by programs in the graduate catalog (GRE, writing samples, etc.).

*The application fee may be applied to defer an application for admission in the same program for up to one (1) calendar year from the original application date. If an applicant does not complete the admission process within one (1) calendar year from the original application date, or if the applicant applies to a new program, the applicant is responsible for submitting a new application fee.

Conditional Admission for Entering Graduate Students

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.

Former Graduate Students

Students who have interrupted their attendance at Arkansas Tech University for at least one semester (summer excluded), but who are academically eligible to continue in a graduate degree program must reapply for admission. Students who are seeking readmission after suspension or dismissal will be formally reviewed by the Graduate Dean, who will determine admission eligibility.

Transfer Graduate Students

Transfer students seeking admission to Arkansas Tech University's Graduate College must submit official transcripts from all colleges/universities where they have been officially registered in graduate coursework. Transfer students must meet unconditional admission standards, and be in good academic standing at their previous graduate institution(s). Please see the Transfer of Graduate Credit section regarding transferring credit into an Arkansas Tech graduate program.

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.

Non-Academic Rejection

Please note that academic performance is not the sole criterion for admission to the university. The university may evaluate a person's behavior and background to determine their ability to maintain the standards of academic and professional conduct expected at the university. An evaluation may take into consideration current behavior and performance as well as past experiences and actions. Simply qualifying for admission does not guarantee 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 Admissions Office 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 \$40 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).
 4. A minimum score of 58 on the PTE (Pearson Test of English).

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 \$21,723 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 used to support educational expenses. Documents must be issued within the six (6) months previous to the time of application. Please add an additional \$3,000 per each dependent.
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 and October 1 for the spring semester 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).

Any deferral of admission requires updated evidence of financial support. The application fee may be applied to defer an application for admission in the same program for up to one (1) calendar year from the original application date. However, the applicant is responsible for paying a \$25 USD fee for each deferral within the calendar year. If an applicant does not complete the admission process within one (1) calendar year from the original application date, or if the applicant applies to a new program, the applicant is responsible for submitting new application and Graduate College fees. Please send a written request for deferral to IMSSO (imssso@atu.edu) 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 Office of International Admissions, Tomlinson 29, Arkansas Tech University, Russellville, Arkansas, 72801-2222, USA; telephone (479) 356-2217; fax (479) 880-2039; <https://www.atu.edu/imssso>.

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 [Request by Undergraduate Senior to Enroll in Graduate Classes](#).

Graduate courses do not count toward retention of undergraduate scholarship requirements. Prior to taking a mixed course load, students are

encouraged to investigate the effects that graduate courses may make on institutional and/or state funded scholarship awards.

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 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 Earned Six Years' Prior to Degree Completion

The maximum timeframe for which a student's previous academic credits can be counted toward a graduate degree is six years. Effective May 1, 2020, the Graduate College will only approve, in rare circumstances, a deviance from the requirement for all program courses to be completed within a six year timeframe if the affected student submits documented proof of being current in the subject matter(s) of the course(s) outside of the six year window. Currency can be documented via professional practice, continuing education, or other appropriate means. This documentation must be endorsed by the program director and approved by the Dean of the Graduate College.

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 Enrollment Status

The minimum credit hour load for classification as a full-time graduate student in any term is 9 graduate credit hours. Classification as a three quarter time is 7-8 graduate hours; half time is 5-6 graduate hours; and less than half time is 1-4 graduate hours.

Graduate Student Load

Graduate students may enroll for a maximum of twelve (12) hours of credit during each of the three semesters (Fall, Spring, and Summer) during the academic year. 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 each of the three semesters. 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 student. Permission to take more than the maximum loads stated above requires the written approval of the student's advisor, program director, and Graduate College Dean.

Adding and Dropping Courses

Changes in the class schedule must be made on official forms available at the Registrar's Office, Suite 307, Brown Hall. 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. Please note: A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of "WN."

Grading

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, WN, R, CR, and I 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; "WN" is used to indicate withdrawn for unjustifiable absences/non-participation. 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.

A final 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 set a reasonable time limit within the following semester in which the work must be completed. 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 be automatically changed to a grade of "F" for grade and grade point purposes 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" for grade point purposes. No grade other than "I" may be changed after it is recorded except if an instructor finds that a grade has been erroneously recorded. The instructor may correct the grade by submitting a written request and explanation of the error to the Vice President for Academic Affairs.

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 Graduate College Dean.

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 Graduate College Dean 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 maybe 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 their advisor and have their advisor/program director submit an approved academic plan to the Graduate College prior to registering for the subsequent semester. A student who has a semester grade point average below 3.0 must meet with their advisor and have their advisor/program director submit and approved academic plan to the Graduate college 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 regardless of their format and delivery, such as in-person classrooms or online classroom settings. This atmosphere is created by both the professor and the students in order to enable all students enrolled in a class to reach their academic potential. All students, regardless of the format and delivery of their classes, are expected to: attend class (attendance policy is defined by the professor); conduct themselves in a non-disruptive manner; and refrain from cheating, plagiarism, or other unfair and dishonest practices. Students should also realize the class is under the control of the professor who will give students a statement of his or her class policies in a syllabus at the beginning of the semester.

Academic offenses involving dishonesty and misconduct are defined in the Definitions section below. 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 a class, regardless of the class format and delivery.

1. Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples include but are not limited to: a) copying from an examination, quiz, or any other assignment of another student; b) utilizing notes, messages, or crib sheets in any format which gives the student extra help on an exam or quiz, and which were not approved by the professor 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 or other assignments 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. Acknowledgment of

source must be made in this case as well.

Academic Misconduct. Academic misconduct concerns a student's inappropriate behavior in a class regardless of the class format and delivery. Such behavior includes interacting with the professor and other students in a manner that disrupts the learning environment of a class. Examples include but are not limited to: a) engaging in a discussion with other students that is not beneficial to the class or acceptable to the professor; b) interrupting class unnecessarily; c) attempting to monopolize the professor's time and attention; d) being chronically late to the class; and e) failing to engage in a class in a manner that is required by the professor, such as chronically late submission of assignments. Misconduct also covers verbal or nonverbal harassment and threats in relation to classes. Student behavior must not infringe on the rights of other students or faculty during a class.

B. Composition of Committee

1. The Graduate Academic Appeals Committee is an official committee of Arkansas Tech University and will be formed each academic year as a pool of qualified faculty and students to hear graduate student academic dishonesty and academic misconduct appeals. At the beginning of the fall term, the Graduate Dean will appoint two (2) graduate faculty members from each college; and the Associate Dean will appoint one (1) graduate student from each college. The faculty on the committee will elect a Chair.
2. These faculty and students will form a pool of 18, from which a subset can be drawn to serve on a Sub-Committee, hearing a specific case.
3. When a graduate student appeals a decision concerning academic dishonesty or academic misconduct, the appeal is filed with the Chair of the Graduate Academic Appeals Committee. However, if the Chair is involved in the matter of the appeal, the Appeals Committee will elect an alternate member who is not involved in the matter. The Chair or alternate member of the Appeals Committee shall select a three-person Sub-Committee from the pool of 18 composed in the following manner: one (1) graduate faculty member from the college in which the department involved in the appeal is located, one (1) graduate faculty member from the college in which the student is enrolled as a major, and one (1) student. However, if either faculty member or the student selected for the Sub-Committee is involved in the matter of the appeal, the Chair or alternate member of the Appeals Committee will select a different faculty member and/or student who is not involved in the matter to serve on the Sub-Committee.

C. 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, the evidence supporting the charge, and the penalty. In circumstances that require a student to attend a meeting and the student cannot meet in person, such as with online distance courses, the meeting may take place via telephone or a technology-based format. Penalties for various levels of academic dishonesty vary from giving an F on a particular assignment,

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 Department Head and graduate program director (or Graduate Dean if the professor is the Department Head or the graduate 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 Department Head and graduate program director (or the Graduate Dean if the professor is the Department Head or the graduate program director; in which case, skip step 4). The student may remain in the class during the appeal process.
4. If the student is still dissatisfied after meeting with the Department Head and graduate program director, he or she should make an appointment to meet 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 ("Appeals Committee"), whose composition is described in the *Appeals Procedures* section below.
6. The student should then submit a written appeal to the Chair of the Appeals Committee, or to an alternate member of the Appeals Committee who is not involved in the matter ("alternate member") as described in the *Appeals Procedures* section below; and the Chair or an alternate member will select a Sub-Committee as described in the *Appeals Procedures* section below.
7. If the 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 Appeals Committee or an alternate member and to 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 of the Sub-Committee 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 appeal period described below in this section.
8. The student shall have the right to appeal the decision of the Academic Appeals Sub-Committee by filing a Notice of Appeal. The only basis for appeal shall be: 1) Alleged failure of the Academic Appeals Sub-Committee to follow the procedures set forth in the Academic Dishonesty/Academic Misconduct policy, or 2) Consideration of new evidence that was not available at the time of the hearing before the Academic Appeals Sub-Committee. The appeal should be in writing and submitted to the Office of the Vice President for Academic Affairs within five (5) working/business days of receiving notification of the Sub-Committee's decision. The decision of the Vice President for Academic Affairs will be final.
9. If the Sub-Committee determines academic dishonesty has not occurred or that the evidence is insufficient, the Chair of the Sub-Committee will forward all pertinent information to the Vice President for Academic Affairs. The Vice President will confer with the Graduate Dean, and the relevant Department Head, graduate program director, and professor to facilitate the return of the student to class without penalty. The Department Head or graduate program director will notify the student of

the decision.

D. Procedure for Charges of Academic Misconduct

Please note that the procedures listed in this section do not apply to extreme incidents of academic misconduct, such as verbal or physical abuse or threats, which will be dealt with immediately by asking the student to leave the classroom. If the student refuses to leave the classroom, Public Safety personnel will be called to remove the student, and the Dean of Students will also be informed of the behavior. For such extreme incidents of academic misconduct in an online course, the student may be temporarily or permanently removed from the Blackboard course and the Dean of Students will also be informed of the behavior.

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.
2. If the student ignores the professor's requests to discuss the behavior, it will be considered that 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, and notified of the suspension from the professor of the class in which the warnings were given. Within two (2) working/business days after the date of the interim suspension, a notification will be sent by the professor to the Department Head, the graduate program director, and Graduate College, who will notify the Chair of the Appeals Committee or an alternate member who is not involved in the matter.
4. An Appeals Sub-Committee will be appointed and a hearing will be conducted by the Sub-Committee within three (3) working/business days after the date of the notification to the Appeals Committee of the interim suspension.
5. On the same date the notification of the interim suspension is sent to the Chair, or an alternate member of the Appeals Committee, the student will be advised by the Department Head or the graduate program director that he or she has the right to submit a written statement to the Sub-Committee addressing the alleged incident of academic misconduct. The student's written statement as well as the professor's written statement shall be submitted to the Chair of the Sub-Committee at least 24 hours prior to the hearing.
6. The Sub-Committee will consider the written statements of the professor and the student involved in the alleged incident of academic misconduct. The Department Head or graduate 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 Sub-Committee. The Sub-Committee has the right to pursue further information from the professor, Department Head, program director, and student.
7. If the 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 Appeals Committee

or an alternate member of the Appeals Committee and to 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 of the Sub-Committee 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 appeal period described below in this section.

8. The student shall have the right to appeal the decision of the Academic Appeals Sub-Committee by filing a Notice of Appeal. The only basis for appeal shall be: 1) Alleged failure of the Academic Appeals Sub-Committee to follow the procedures set forth in the Academic Dishonesty/Academic Misconduct policy, or 2) Consideration of new evidence that was not available at the time of the hearing before the Academic Appeals Sub-Committee. The appeal should be in writing and submitted to the Office of the Vice President for Academic Affairs within three (3) working/business days of receiving notification of the Sub-Committee's decision. The decision of the Vice President for Academic Affairs will be final.
9. If the Sub-Committee determines academic misconduct has not occurred or the 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, Department Head, graduate program director, and professor to determine the course of action to be followed and the status of the student in regard to the class in question. The Department Head or graduate program director will notify the student of the decision.

Academic Grievance Procedure

Appeal of an Academic Course Grade

The assessment of the quality of a student's academic performance is solely and properly one of the major responsibilities of university faculty members. A grade appeal is not appropriate when a student simply disagrees with the faculty member's judgment about the quality of the student's work. Grade appeals should be based on problems of process and not on differences in opinion concerning academic performance. A student who is uncertain about whether or not a grade should be appealed or who needs additional information about the grade appeal process can contact the department head's office (or dean's office should the instructor be the department head). This policy is implemented within the college that administratively houses the department through which the course was offered, irrespective of a student's major or class standing.

The grade appeal process is designed to give the student an opportunity to correct an injustice. Disagreement or dissatisfaction with a faculty member's professional evaluation of coursework is not the basis for a grade appeal. It should only be utilized when the student contends that the final grade assigned for the course by the instructor is a result of procedural/calculation error, a result of prejudice, or is arbitrary and/or capricious. Arbitrary and/or capricious here implies that,

1. The student has been assigned a grade on the basis of something other than their performance in the course; or
2. Standards utilized in determining final course grade were not evenly applied to all students in the course; or

3. The grade is based on standards that are unannounced, substantially different and unreasonable departures from those articulated in the course syllabus at the beginning of the course.

The burden of proof is always on the student appellant to prove that a change of grade is an appropriate action in their case.

Informal

In all cases, the student must begin a grade appeal process informally with the instructor involved to attempt to resolve the disagreement in a cooperative atmosphere. The student must explain their position to the instructor and attempt to understand the justification for the grade assigned by the instructor. The purpose of the meeting is to reach a mutual understanding of the student's situation and the instructor's actions and to resolve differences in an informal and cooperative manner. If the student and instructor cannot, after consultation, reach a satisfactory resolution, the student may begin a formal grade appeal process based on procedural/calculation error, prejudice, or an arbitrary and/or capricious assertion.

Formal

The following apply to the formal appeal process for an academic final course grade assigned by an instructor and challenged by a student that has failed to reach a resolution during the informal process.

1. Appeal of a final course grade must be made by the student directly affected and must be made immediately following the conclusion of the course. Immediately, here, means before the beginning of another semester or summer term.
2. All appeals of a grade must begin with the student making a written appeal to the instructor involved and explaining the nature of the problem and the student's desired resolution. In the case of an instructor who has terminated his/her association with the University, the appeal would begin with the department head or to the dean of the college if the department head should be the instructor involved. Discussion based upon the written appeal and evidence of attempted informal resolution in this direct manner must precede any further step. Appeals must be presented in writing and contain the following information:
 - (a) A listing of the student name, course prefix, number, section, semester term/year and instructor of course;
 - (b) It is very important that the basis of the appeal is clearly understood. A clear concise statement describing the specific supporting evidence of arbitrary and/or capricious grading as defined above must be provided;
 - (c) A brief summary of the prior informal attempts to resolve the matter and the results of those previous discussions;
 - (d) A specific statement of the action or resolution sought.
3. If the appeal is not resolved in the previous step, the student wishing further consideration would take the issue and documents to the head of the department in which the course is taught, or to the dean of the college if the department head should be the instructor involved. The department head (or dean) will review the case and make a judgment on the appeal. Dean in this case refers to the dean over the academic department that delivers the course.

4. If the student wishes further consideration after the previous step, the student may appeal to the dean of the college only if the student has new evidence pertaining directly to their case that was not reasonably available at the time of the initial appeal or contends that the procedures outlined here were not followed. The student would ask the dean for a formal hearing. At the time the student asks for a formal hearing, they must submit a written formal presentation of the case, with all related supporting documents, to the dean. An ad hoc hearing committee will be formed to be appointed by dean of the college and department involved in offering the course. The committee will be composed of three graduate faculty members from that college. The committee will select its own chairperson. The committee will review the documents and can then either reject the appeal on the basis of its content or proceed to investigate further. The committee will have full cooperation of all parties in gathering information and conducting interviews for the hearing. Once an issue is before the committee, the committee shall have the authority to recommend a lower grade, recommend a higher grade, or recommend no change of a grade.
5. The committee recommendation will be conveyed to the dean of the college in which the course is offered and to the student. The dean would inform the registrar of any grade change for the course if applicable.
6. In the case of an instructor who has terminated his/her association with the University, the college dean shall carry out the recommendation of the committee.

Appeal of an Academic Graduate Program Dismissal

The following apply for a graduate student appeal of program dismissal having been made by an academic department.

1. Appeal of a program dismissal must be made by the student directly affected and must be made immediately following the departmental decision to the department head. Immediately, here, means within 10 calendar days.
2. It is very important that the basis of the appeal is clearly understood.

(a) A clear concise statement about the student's desire and motivation

for reinstatement must be provided;

- (b) A brief summary of any prior informal attempts to resolve the matter and the results of those previous discussions;
- (c) A specific statement of the action or resolution sought.

3. The student may appeal to the dean of the college only if the student has new evidence pertaining directly to their case that was not reasonably available at the time of the initial appeal or contends that the procedures outlined here were not followed. A written appeal of the decision must be made to the dean of the college in which the academic program department is housed. The student would ask the dean for a formal hearing. At the time the student asks for a formal hearing, they must submit a written formal presentation of the case, with all related supporting documents, to the dean. An ad hoc hearing committee will be formed to be appointed by dean of the college and department involved in offering the program. The committee will be composed of three graduate faculty members from that college. The committee will select its own chairperson. The committee will review the documents and can then either reject the appeal on the basis of its content or proceed to

investigate further. The committee will have full cooperation of all parties in gathering information and conducting interviews for the hearing. The committee shall have the authority to recommend that the student be retained in the program or confirm the original dismissal decision of the department.

4. The committee recommendation will be conveyed to the dean of the college and the dean of the graduate college.

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) afford eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Arkansas Tech University receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school 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 the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's 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 provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Arkansas Tech University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of

trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Arkansas Tech University who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Arkansas Tech University. Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

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 Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

See the list below of the disclosures that Arkansas Tech University may make, without consent, under this federal law.

FERPA permits the disclosure of PII from student's education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student -

- To other school officials, including teachers, within Arkansas Tech University whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)). This specifically includes the National Student Clearinghouse.
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to

conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. §99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11)).
 - "Directory information" at Arkansas Tech University consists of the student's name, home town, electronic mail address, dates of attendance, major field of study, enrollment status (e.g. undergraduate or graduate, full-time or part-time), date of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received.
 - "Dates of attendance" as used above 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.
 - This information may be made available upon request to members of the general public.
 - **If a student on the Russellville campus wishes for this "directory" information to be regarded as confidential, according to the provisions of the Family Educational Rights and Privacy Act of 1974, he or she should notify Dr. Keegan Nichols, Vice President for Student Services and University Relations at knichols@atu.edu or 479-968-0238.**
 - **If a student on the Ozark campus wishes for this "directory" information to be regarded as confidential, according to the provisions of the Family Educational Rights and Privacy Act of 1974, he or she should notify Richard Harris, the Chief Student Officer at rharris1@atu.edu or 479-667-3433.**
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))

- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

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.

Graduation Requirements

Degree Works

Degree Works is a software tool utilized by Arkansas Tech University designed to detail academic progression. It allows both students and advisors to monitor course progress towards degree completion and clearly indicates which course requirements have been met as well as how courses transfer into a program. Transfer courses must be approved through the use of a substitution/waiver form available via the Registrar for progress to display correctly within Degree Works.

Degree Works will display course progression based on the current program of study, but a "what-if" scenario can be generated for any program to see how progression looks with the courses currently completed and in progress. Note that if you have applied to and been admitted to a graduate program while still finishing your undergraduate program, Degree Works will show your new program of study in the graduate program and you would have to generate a "what-if" query to see your undergraduate degree progress.

Candidacy

Graduate students admitted unconditionally and pursuing a **Master of Arts degree in History** or a **Master of Liberal Arts degree** must apply for admission to candidacy after the completion of fifteen (15) hours. Students admitted conditionally cannot apply for candidacy until all conditions assigned at the time of admission to graduate study have been removed.

Upon the completion of fifteen (15) graduate hours, a hold will be placed on the students' record until a candidacy form has been approved by the Graduate Dean. Failure to apply for candidacy will result in the hold remaining on the students' record, and an inability to register for subsequent coursework.

Students who have filed a candidacy form but do not enroll or receive graduate credit for one (1) academic year must submit a new candidacy form upon being readmitted into the same graduate program. If admitted into a different academic program, students are not required to submit a new candidacy form until fifteen (15) graduate credits have been accumulated within the new program.

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an Application for Graduation online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

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 Vice President of Academic Affairs.

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 gown. Decoration on caps is permitted.

Diplomas may be available at the time of commencement or will be mailed to graduates following commencement.

Absentia Graduation

Requests to graduate in absentia must be in writing and should be forwarded to the Vice President for Academic Affairs 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 website under [Student Resources](#).

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 Thesis Topic Approval Form.

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.

Two (2) copies of the thesis are required. The first copy is for the library and the second copy is for the major department. 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.

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. Students pursuing a Master of Arts degree in History or a Master of Liberal Arts degree must apply for admission to candidacy after the completion of fifteen (15) 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 upon the completion of fifteen (15) graduate credit hours.
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.

Degree Programs

Doctor of Education

- School Leadership

Educational Specialist Degree

- Educational Leadership

Master of Education

- K-12 Literacy
- Special Education K-12
- Instructional Technology, Library Media K-12 Option
- Instructional Technology, Instructional Design and Technology Option
- Educational Leadership
- School Counseling and Leadership
- Teaching, Learning, and Leadership

Master of Science

- Applied Sociology
- Emergency Management and Homeland Security
- Fisheries and Wildlife Science
- Health Informatics
- Information Technology
- Psychology
- Strength and Conditioning Studies
- Student Affairs Administration

Master of Business Administration

- General Business
- Business Data Analytics
- Digital Marketing

Master of Science in Nursing

- Administration and Emergency Management

Master of Engineering

- Electrical Engineering
- Mechanical Engineering

Master of Arts

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

Master of Arts in Teaching

- Teaching Middle/Secondary

Master of Liberal Arts

- Liberal Arts

Certificates

- Advising
- Online Teaching

Doctor of Education Degree

School Leadership

The Ed.D. in School Leadership degree is designed to develop scholar/practitioners who will utilize inquiry-based approaches to solve problems in the school districts of Arkansas and beyond. The degree requires 63 credit hours above the Master's degree.

Cohort-Based Program

The Ed.D. in School Leadership program is a cohort-based program with a maximum number of 15 students admitted to each cohort. Admission to the program occurs once per year and begins during the summer semester. The course rollout is designed to facilitate an efficient use of time, with students in the 33 hour track taking six credit hours per semester and completing the program in a minimum of six semesters. Students with only a masters degree should complete the Ed.S. degree in educational leadership first and then apply for the Ed.D. program when the Ed.S. is completed. For students who hold an approved Ed.S. degree, reflective of current school leadership standards, consideration for transfer of earned hours will be given through a transcript audit.

Admission Requirements

Students are eligible for admission to the Ed.D. in School Leadership degree program based on completion of all application requirements listed:

1. Applicants must complete the online application to the [Graduate College](#).
2. Applicants must pay a \$50.00 nonrefundable [application fee](#) directly to the Graduate College.
3. Applicants must hold a master's degree from an accredited college verified by an official transcript. *(If the student possesses only a masters degree, then the application should be for the Ed.S. in Educational Leadership program to complete the first 30 hours of the doctoral program.)*
4. Applicants must hold a building level administrative license and provide a copy to the Graduate College (principalship or instructional leader).
5. Applicants must have a cumulative grade point average of 3.0 on the master's degree from a regionally accredited institution.
6. Applicants must request a complete undergraduate and graduate official transcript from their bachelor's and master's awarding institution sent directly to the Graduate College via mail or e-script. Mail to: Graduate College, 1507 North Boulder Avenue Tomlinson 113, Russellville, AR 72801. E-script to: [Graduate College](#).
7. Applicants must provide a writing sample from previous graduate work. This can be in the form of a thesis, research paper, term paper, article, or product from your professional role.
8. Applicants must submit a 500 word essay on your background, professional and academic career goals, and the reason for pursuing a doctoral degree.

9. Applicants must submit three (3) letters of recommendation addressing their professional and/or academic background along with an assessment of their potential for scholarly work.

After all materials are received, applicants will be interviewed by the Faculty Admissions Committee (FAC). These interviews will be held in person or by Skype.

Once the interviews are completed, the FAC will meet to make final selections for the cohort and all applicants will be notified regarding the committee's decision.

Academic Advisors

The Director of the Ed.D. program will assist the student in the program of study that leads to the fulfillment of degree requirements. Subsequently, the Director, the department faculty, 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.

Degree Requirements

Students who are taking the 63-hour track will take all 7000 and 8000 level courses listed. The 7000 level courses comprise the Ed.S. degree in educational leadership. For those students transferring an Ed.S. degree into the doctoral program, the 8000 level courses listed below will complete the Ed.D. degree.

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 minimum of 33 semester hours (all at the 8000 level), include the completion of the following courses:

EDLD 8003 Applied Research
EDLD 8013 Scholarly Writing
EDLD 8023 Quantitative Research Methods
EDLD 8033 Qualitative Research Methods
EDLD 8043 Cultural Influences
EDLD 8053 Ethics and Values
EDLD 8063 Dissertation I - Proposed Writing
EDLD 8073 Synthesis Seminar
EDLD 8083 Dissertation II
EDLD 8093 Dissertation III

EDLD 8103 Dissertation IV

3. A dissertation must be completed and approved by the student's Dissertation Chair and Committee before the degree is awarded. Guidelines and procedures for the dissertation process will be communicated to the student through the ATU Dissertation Style Guide.
4. 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.
5. Completion of all degree requirements within eight (8) years of admission to the degree program.

Degree Works

Degree Works is a software tool utilized by Arkansas Tech University designed to detail academic progression. It allows both students and advisors to monitor course progress towards degree completion and clearly indicates which course requirements have been met as well as how courses transfer into a program. Transfer courses must be approved through the use of a substitution/waiver form available via the Registrar for progress to display correctly within Degree Works.

Degree Works will display course progression based on the current program of study, but a "what-if" scenario can be generated for any program to see how progression looks with the courses currently completed and in progress. Note that if you have applied to and been admitted to a graduate program while still finishing your undergraduate program, Degree Works will show your new program of study in the graduate program and you would have to generate a "what-if" query to see your undergraduate degree progress.

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an Application for Graduation online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

Special Conditions of Doctoral Credit

Doctoral Credit Taken Prior to Admission to Arkansas Tech University

A maximum of eighteen (18) semester hours of EDS transfer credit with a grade point average of "B" or better may be transferred from an accredited graduate school, if the student does not possess an approved Ed.S. degree, and the courses are deemed appropriate 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. Doctoral credit earned eight (8) 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. All students must take the 33 hour 8000 level courses with their cohort. Therefore, no substitutions will be allowed by transfer for the 8000 level courses.

Educational Specialist Degree

Educational Leadership

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.

This program may be completed online.

Unconditional Admission

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

1. Applicants must hold a Master's Degree or equivalent in Educational Leadership.
2. Applicants must hold a Standard Teaching License.
3. Applicants must 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 (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 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.

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.
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. Satisfactory completion of the professional project.
5. Completion of all degree requirements within six (6) years of admission to the degree program.
6. A minimum of 24 semester hours of graduate coursework completed in residence at Arkansas Tech University.

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.

Degree Works

Degree Works is a software tool utilized by Arkansas Tech University designed to detail academic progression. It allows both students and advisors to monitor course progress towards degree completion and clearly indicates which course requirements have been met as well as how courses transfer into a program. Transfer courses must be approved through the use of a substitution/waiver form available via the Registrar for progress to display correctly within Degree Works.

Degree Works will display course progression based on the current program of study, but a "what-if" scenario can be generated for any program to see how progression looks with the courses currently completed and in progress. Note that if you have applied to and been admitted to a graduate program while still finishing your undergraduate program, Degree Works will show your new program of study in the graduate program and you would have to generate a "what-if" query to see your undergraduate degree progress.

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an [Application for Graduation](#) online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

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 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 reflects the Professional Standards for Educational Leaders (PSEL), the National Educational Leadership Preparation (NELP) "Building Level" Standards, and the current School Leadership Standards adopted by the state of Arkansas.

This program may be completed online.

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. A valid Arkansas teacher's license.
3. Two years of teaching experience.
4. Approval from the Program Director.

Program Requirements

Degree Requirements

1. The student must complete a minimum of 34 semester hours (all at the 6000 level) including 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 6552 Administrative Internship (*The candidate is to register for internship for both the fall and spring semesters of the same academic year, for a total of four (4) credit hours.*)
 - EDLD 6991 Professional Portfolio

2. The student must create a portfolio that provides evidence of the candidate's competency as it relates to both state and national

standards. The portfolio is not simply a file of course projects or a scrapbook of professional memorabilia. It is an extensive collection of materials that provides tangible evidence of the wide range of related knowledge, dispositions, and skills necessary to function as an effective educational leader. The portfolio is a work in progress that is updated regularly throughout the program, and must be presented to the Portfolio Review Committee for approval before graduation.

3. The student must achieve a cumulative grade point average of 3.00 or better in all graduate work attempted at Arkansas Tech University. This may include no more than six (6) hours of "C" grades. Students who are unable to maintain this standard should refer to the *Academic Probation and Dismissal* section of the catalog.
4. 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.
5. Online coursework will be supplemented by focused, on-campus experiences.

Degree Works

Degree Works is a software tool utilized by Arkansas Tech University designed to detail academic progression. It allows both students and advisors to monitor course progress towards degree completion and clearly indicates which course requirements have been met as well as how courses transfer into a program. Transfer courses must be approved through the use of a substitution/waiver form available via the Registrar for progress to display correctly within Degree Works.

Degree Works will display course progression based on the current program of study, but a "what-if" scenario can be generated for any program to see how progression looks with the courses currently completed and in progress. Note that if you have applied to and been admitted to a graduate program while still finishing your undergraduate program, Degree Works will show your new program of study in the graduate program and you would have to generate a "what-if" query to see your undergraduate degree progress.

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an [Application for Graduation](#) online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

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 Education

Instructional Technology

Library Media Specialist, K-12

Instructional Design and Technology

The Master of Education degree with a specialization in Instructional Technology contains two program options. Each option is detailed below in the Degree Requirements section.

This program may be completed online.

Certification

Certification for Online Teaching

This 12-hour program includes coursework in Curriculum and Instruction, specifically educational media, that prepares licensed teachers interested in teaching online. This program will also provide an additional skillset for graduate students working toward a teacher licensure.

This program may be completed online.

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Education degree program in Instructional Technology if they have an Arkansas Teaching License and meet the admission requirements for the [Graduate College](#).

Conditional Admission

Applicants who fail to meet the minimum requirements for admission have the opportunity for conditional admission if the applicant has an Arkansas Teaching License and 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.

[Program Requirements](#)

Degree Requirements

1. 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 educational media, library media, or information technology courses noted below in the degree requirements for each option. In addition, the candidate must complete professional education coursework noted below in the degree requirements for each option. Please note the differences in licensure requirements of the two options.

Degree requirements for the Library Media Specialist K-12 option (36 hours)

*This program may be completed online and requires a valid Arkansas teacher license**

EDFD 6003 Educational Research
 EDFD 6993 Project in Educational Research
 EDMD 6133 Production of Instructional Materials
 EDMD 6163 Internet Resources
 EDMD 6233 Administration of Media Programs
 EDMD 6303 Survey of Instructional Technology
 EDMD 6433-6 Practicum in Educational Media
 LBMD 6003 Collection Development and Management
 LBMD 6023 Classification and Cataloging
 LBMD 6033 Instructional Role of the School Library Media Specialist
 LBMD 6403 Literature for Children and Young Adults
 LBMD 6503 School Librarian: Leadership and Collaboration

**In addition to holding a valid Arkansas teaching license, after completing the master's degree, candidates must attain the minimum score as established by the Arkansas Department of Education on the Media Specialist-Library specialty area section of the Praxis Assessment Series to be considered for Arkansas Library Media Specialist, K-12 licensure.*

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

This program does not require an Arkansas teaching license.

EDFD 6003 Educational Research
 EDFD 6993 Project in Educational Research
 EDFD 6043 Current Issues in Human Learning
 EDFD 6313 Principles of Curriculum Development
 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 Technology
 EDMD 6313 Instructional Design and Product Development

Electives: Six (6) hours of additional instructional technology approved graduate-level electives to meet the 36 semester hour degree requirement.

2. 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](#).
3. Satisfactory completion of the research project in EDFD 6993.
4. Completion of all degree requirements within six (6) years of admission to the degree program.
5. A minimum of 27 semester hours of graduate coursework completed in residence at Arkansas Tech University.

Certificate Requirements

Certification for Online Teaching (12 hours)

EDFD 5033 / MAT 5703 Introduction to Instructional Technology
 EDMD 5043 Foundations of Online Curriculum Design and Evaluation
 EDMD 5053 Online Course Development with Multimedia
 EDMD 5063 Advanced Curriculum Design for the Online Classroom

Degree Works

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Degree Works will display course progression based on the current program of study, but a "what-if" scenario can be generated for any program to see how progression looks with the courses currently completed and in progress. Note that if you have applied to and been admitted to a graduate program while still finishing your undergraduate program, Degree Works will show your new program of study in the graduate program and you would have to generate a "what-if" query to see your undergraduate degree progress.

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an Application for Graduation online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

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 Education

K-12 Literacy

This 36-hour graduate Master in Education program will prepare K-12 Literacy Specialists to work with students and other professionals in continuously improving the literacy knowledge and skills of the students in the school/district and to serve as professional advocates in this area.

This program may be completed online.

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Education degree program in K-12 Literacy if they meet the admission requirements for [Graduate College](#).

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.

Program Requirements

Degree Requirements

1. Candidates for the Master of Education degree in K-12 Literacy education must complete the 36 semester hour degree program.

Dyslexia Therapist, K-12 Licensure Endorsement Courses* (15 hours)

[DYS 5003](#) Dyslexia and Other Learning Disorders

[DYS 5013](#) Foundation of Language and Literacy Development

[DYS 5023](#) Interpreting and Administration of Assessment for Planning Instructions

[DYS 5033](#) Professional Learning and Leadership

[DYS 5043](#) Structured Language Teaching

***These courses are required to meet the Dyslexia Therapist, Grades K-12 Licensure Endorsement in Arkansas.**

K-12 Literacy (21 hours)

[EDFD/MAT 6003](#) Educational Research

[MAMS/ELED/SEED 5333](#) Teaching Literacy in the Content Areas

[RDNG 5023](#) Literacy Curriculum Design & Analysis

[RDNG 5043](#) Literacy, Language, and Culture

[RDNG 5053](#) Literacy, Technology, and the Reading Environment

[RDNG 6403](#) Literature for Children and Young Adults

[RDNG 6083](#) Reading Practicum

2. 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.

3. A minimum of 27 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.

Degree Works

Degree Works is a software tool utilized by Arkansas Tech University designed to detail academic progression. It allows both students and advisors to monitor course progress towards degree completion and clearly indicates which course requirements have been met as well as how courses transfer into a program. Transfer courses must be approved through the use of a substitution/waiver form available via the Registrar for progress to display correctly within Degree Works.

Degree Works will display course progression based on the current program of study, but a "what-if" scenario can be generated for any program to see how progression looks with the courses currently completed and in progress. Note that if you have applied to and been admitted to a graduate program while still finishing your undergraduate program, Degree Works will show your new program of study in the graduate program and you would have to generate a "what-if" query to see your undergraduate degree progress.

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an Application for Graduation online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

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 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 enter into the program as cohorts.

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 hold a standard teaching license or a bachelor's degree from an accredited college in psychology, rehabilitation science, or sociology. Related fields will be examined on an individual basis.
2. For those applicants not holding a standard teaching license (non-traditional applicants), they must take and pass the Praxis 1: PPST (if taken and passed before 9/1/13) OR the new CORE exams (5712, 5722, 5732) that replaced Praxis I as of September 1, 2013 OR a passing score on the ACT with writing. Non-traditional applicants may substitute the GRE for the Praxis Core if they already hold a master's degree (or higher) and meet the listed Arkansas cut score(s) upon making application to the program. Cutoff scores can be found at [Praxis 2014](#).
3. Applicants must meet the admission requirements for [Graduate College](#).
4. Approval from the Program Director.

[Program Requirements](#)

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.
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. Thirty-six hours of graduate work must be taken while in residence at Arkansas Tech University.
5. The master's degree program must be completed within six (6) years from the time of admission to the graduate program.

Degree Works

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Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an [Application for Graduation](#) online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

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 Education

Special Education K-12

The Master of Education in Special Education is designed to provide post baccalaureate preparation for public school teachers who wish to broaden their knowledge of teaching children with exceptional learning needs.

This program may be completed online.

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Education degree program in Special Education if they have an Arkansas Teaching License and meet the admission requirements for the [Graduate College](#).

Conditional Admission

Applicants who fail to meet the minimum requirements for admission have the opportunity for conditional admission if the applicant has an Arkansas Teaching License and 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.

[Program Requirements](#)

Degree Requirements

1. Candidates for the Master of Education Degree with a major in Special Education must complete the 36 semester hour degree program.

Special Education Degree Core Requirements (15 hours)

[EDFD 6003](#) Educational Research

[EDFD 6313](#) Principles of Curriculum Development

[EDFD 6503](#) Classroom Behavioral Management

[EDFD 6993](#) Project in Educational Research

[ELED 6343](#) Literacy Assessment and Intervention

Special Education K-12 Licensure Option (21 hours)

[DYS 5003](#) Dyslexia and Other Learning Disabilities

[SPED 5003](#) Characteristics Children with Exceptional Learning Needs

[SPED 5013](#) Assessment of Children with Exceptional Learning Needs

[SPED 5023](#) Planning Instruction for Children with Exceptional Learning Needs, Grades K-6

[SPED 5033](#) Working with Families of Children with Exceptional Learning Needs

[SPED 5053](#) Planning Instruction for Children with Exceptional Learning Needs, Grades 7-12

[SPED 5063](#) Supervised Practicum, Grades K-12

Special Education B-K Licensure Option (15 hours)

SPED 5003 Characteristics Children with Exceptional Learning Needs
 SPED 5013 Assessment of Children with Exceptional Learning Needs
 SPED 5033 Working with Families of Children with Exceptional Learning Needs
 SPED 5073 Planning Instruction in an Early Childhood Setting
 SPED 5083 Supervised Practicum, B-K

Special Education Resource, K-6, 7-12 Endorsement Courses (12 hours)

SPED 5003 Characteristics Children with Exceptional Learning Needs
 SPED 5023 Planning Instruction for Children with Exceptional Learning Needs, Grades K-6
 SPED 5053 Planning Instruction for Children with Exceptional Learning Needs, Grades 7-12
 SPED 5063 Supervised Practicum, Grades K-12

Dyslexia Therapist, K-12 Licensure Endorsement Courses* (15 hours)

DYS 5003 Dyslexia and Other Learning Disorders
 DYS 5013 Foundation of Language and Literacy Development
 DYS 5023 Interpreting and Administration of Assessment for Planning Instructions
 DYS 5033 Professional Learning and Leadership
 DYS 5043 Structured Language Teaching

****These courses are required to meet the Dyslexia Therapist, Grades K-12 Licensure Endorsement in Arkansas.***

2. 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.
3. A minimum of 27 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.

Degree Works

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Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an Application for Graduation online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

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 Education

Teaching, Learning, and Leadership

The Master of Education, Teaching, Learning, and Leadership (MTLL) degree program of study 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 candidates to be teacher leaders in the classroom, as an instructional facilitator in the school, or a curriculum administrator in the district. Additionally, an innovative Nontraditional Teacher Licensure (MTLL-NTL) option is available for individuals seeking an initial teaching license. An MTLL-NTL student may teach on an Arkansas Provisional License if hired by an Arkansas public school while enrolled in this program.

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 (MTLL)** - an individual who is a career teacher and wants to improve classroom teaching and learning or desires to become a curriculum leader.
2. **Nontraditional Teacher Licensure (MTLL-NTL)** - an individual with a baccalaureate degree or higher who seeks an alternative route to secure a standard teachers license. An MTLL-NTL student may teach on an Arkansas Provisional License if hired by an Arkansas public school while enrolled in this program.

A licensure endorsement may be added to an existing standard license by fulfilling the program of study requirements (18 hours) for the Instructional Facilitator. Select the Curriculum Administration/Master Teacher Leader (MTLL) program option above to enroll in this Instructional Facilitator Endorsement program of study.

Curriculum Administrator / Master Teacher Leader (MTLL) 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 and colleagues, including marginal teachers. Additionally, these degree options will fulfill the program of study requirements for Arkansas Curriculum / Program Administrator Licensure and Instructional Facilitator endorsement on completion of the required state assessments.

Non-Traditional Teacher Licensure (MTLL-NTL) Option:

The Non-Traditional Teacher Licensure (MTLL-NTL) option is intended for the individual who holds a baccalaureate degree or higher and desires to teach in Arkansas public schools at the middle level and secondary level only. (This option is not available for early childhood and elementary 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 admission requirements:

Curriculum Administrator / Master Teacher Leader (MTLL-Option

For unconditional admission applicant must:

1. Applicants must meet the admission requirements for Graduate College.
2. Applicants must have at least two (2) years teaching experience.
3. Approval from the program director or the Center for Leadership & Learning department head.

Nontraditional Teacher Licensure (MTLL-NTL) Option

For unconditional admission applicant must:

1. Applicants must meet the admission requirements for the Graduate College.
2. Applicants must submit ACT scores, including Reading (19 qualifying cut score), Mathematics (19 qualifying cut score), and Writing test scores.
3. Approval from the program director or the Center for Leadership & Learning department head.

Program Requirements

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 6551 Two (2) Curriculum Administrative Internship Courses (4 hours total)

Non-Traditional Teacher Leadership (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 Four (4) Internship Practicum Courses, including the Student Teaching Internship (4 hours total)

2. Prior to degree completion, a culminating professional portfolio must be successfully completed and approved by a portfolio review committee for both program of study options.
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 (27) hours of graduate work must be taken while in residence at Arkansas Tech University.

The Master of Education degree program must be completed within six (6) years from the time of admission to the graduate program.

*For the Nontraditional Teacher Licensure (MTLL-NTL) option, the MTLL-NTL graduate student must complete the appropriate state assessments for Arkansas teacher licensure prior to graduation.

Instructional Facilitator Endorsement and Curriculum Program Administrator Licensure

An eighteen-semester hour MTLL program of study satisfies course requirements for the Instructional Facilitator Endorsement to be added to an individual's Arkansas 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, students may choose to complete the remaining MTLL-identified course hours to complete the Master of Education degree in Teaching, Learning, and Leadership Master of Education degree, which fulfills program of study requirements for Arkansas Curriculum/Program Administrator Licensure.

Degree Works

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advisors to monitor course progress towards degree completion and clearly indicates which course requirements have been met as well as how courses transfer into a program. Transfer courses must be approved through the use of a substitution/waiver form available via the Registrar for progress to display correctly within Degree Works.

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Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an Application for Graduation online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

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 Science

Applied Sociology

The Master of Science in Applied Sociology 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 Sociological Principles, a concentrated effort is also made to establish the foundation necessary for application.

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Science degree program in Applied Sociology if they meet the following requirements and are approved by the Sociology Graduate Faculty:

1. Applicants must meet the admission requirements for the Graduate College.
2. Applicants must have a minimum of 18 semester hours in sociology 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 Sociology Graduate Faculty) of the Graduate Record Examination (GRE). The GRE requirement may be waived upon approval of the Program Director.
5. Applicants must submit a statement of intent. This statement must answer four questions: 1) Why does the applicant want to pursue this degree?; 2) Why does the applicant want to pursue this degree at Arkansas Tech University?; 3) What are the applicant's research interests and career goals?; and 4) Why does the applicant think they are qualified to receive a graduate assistant position?
6. 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 Sociology Graduate Committee and the Director of the Graduate Program in Sociology or the Head of the Department.

Academic Advisors

The Director of the Graduate Program in Sociology or the Head of the

Department will assign a temporary faculty advisor to each student admitted to the degree program. The faculty advisor will assist the student in designing a curriculum of study that leads to the fulfillment of the degree requirements and the preparation of the thesis or comprehensive exam completion. The faculty advisor, the Sociology 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.

Degree Requirements

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

1. A minimum of 30 semester hours in sociology at the graduate level

(5000-6000) with no more than 12 hours of 5000 level courses considered toward completion of the degree.

Required Courses (12 hours)

SOC 6013 / PSY 6013 Advanced Statistics
 SOC 6023 Advanced Social Theory
 SOC 6033 Advanced Methodology
 SOC 6043 Evaluation and Assessment

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

SOC 5003 Minority Relations
 SOC 5013 Drugs in Society
 SOC 5043 / PSY 5043 Social Psychology
 SOC 5053 Sociology Health and Illness
 SOC 5063 Social Stratification
 SOC 5183 Social Gerontology
 SOC 6053 Advanced Topics in Criminal Justice
 SOC 6063 Advanced Topics in Gerontology
 SOC 6891-4 Independent Study
 SOC 6991-3 Thesis Research OR Comprehensive Exam

2. The satisfactory completion of six (6) hours of SOC 6991-3 Thesis Research.
3. Thesis hours must earn a grade no lower than "B".
4. 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 Sociology upon admission to candidacy.
5. No more than six (6) hours of SOC 6891-4 Independent Study will be counted toward the degree.
6. No more than six (6) hours of SOC 6991-3 Thesis Research will be counted toward the degree.
7. 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.
8. All course work must be completed within six (6) years of admission to the degree program.

9. A minimum of 24 semester hours of graduate course work completed in residence at Arkansas Tech University.
10. At the end of each fall semester, the student will meet with the Sociology Graduate Committee for program review and evaluation.

Degree Works

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Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an Application for Graduation online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

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 Sociology Graduate Committee, the Director of the Graduate Program in Applied Sociology, and the Graduate College Dean. Students must send a written request through the Sociology Graduate Committee to petition the 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 Director of the Graduate Program in Applied Sociology 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 Sociology Graduate Committee, the Director of the Graduate Program in Applied Sociology, and the Graduate College Dean.

Master of Science

Emergency Management and Homeland Security

The Department of Emergency Management (EM) at Arkansas Tech University offers advanced study in the disciplines of Emergency Management and Homeland Security (EMHS). Students will have the opportunity to study the emerging technology as well as the social, political, legal, ethical, and leadership aspects of EMHS from the perspective of a practitioner as well as a scholar. Graduates from the program are well-prepared to meet the growing demand for educated EMHS professionals in the private business sector, education, non-governmental organizations, and various government agencies and organizations at all levels-local, state, regional, national, and international.

This program may be completed online.

This degree offers a specialized program both for existing career professionals in the field, those seeking the academic foundation on which to build a career, and others who look to the Master's Degree as the first step towards the eventual pursuit of a doctorate.

The curriculum reflects the latest research and practical applications in the fields of Emergency Management and Homeland Security. Associated emerging technologies and areas of concentration are integrated into the curriculum. 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 the Graduate Program Director and the Graduate Program Admission Committee when determining admission status.

1. Applicants must meet the admission requirements for the Graduate College.
2. Applicants must have a minimum undergraduate or graduate cumulative grade point average of 3.00.
3. Applicants must provide a statement of intent which addresses career goals, interests in graduate education, emergency management, and research interests. (300 word minimum)
4. Applicants must provide a 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 EMHS 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.

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.

Degree Requirements

1. The completion of 36 semester hours of graduate work is required, of which 18 semester hours must be at the 6000 level.

Required Courses (18 hours)

EMHS 6033 Foundation of Leadership

EMHS 6063 Principles of Emergency Management

EMHS 6093 Fundamentals of Homeland Security

EMHS 6103 Research Design and Methods

EMHS 6133 Ethical, Legal, and Political Considerations in Emergency Management and Homeland Security

EMHS 6513 Technology for Comprehensive Emergency Management

EMHS Electives (9 hours)

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

Thesis Option (9 hours)

EMHS 6933 Research I

EMHS 6123 Applied Data Analysis

EMHS 6943 Research II

Practicum Option (9 hours)

EMHS 6933 Research I

EMHS 6423 Professional Practical Experience & Project Development

EMHS 6413 Capstone Research

2. After completion of the Research I course, students choose to pursue either an original research thesis or a practicum research project. Students will select a thesis or practicum chair. The chairperson will assist thesis students in building a thesis committee. The Program Director will assist the student in designing a curriculum of study leading to the fulfillment of degree requirements. Additionally, the Program Director 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.
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. The master's degree program must be completed within six (6) years from the time of admission to the graduate program.
5. A minimum of 27 semester hours of graduate coursework completed in residence at Arkansas Tech University.

Degree Works

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Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an Application for Graduation online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

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 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 a thesis or non-thesis option selecting a concentration of study in either fisheries or wildlife science.

Unconditional Admission

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

1. Applicants must meet the admission requirements for Graduate College.
2. Applicants must have completed a bachelor's degree in a biological science from an accredited university.
3. Applicants must have completed courses in fisheries management or wildlife management, ecology, and statistics with a minimum grade of "C".
4. Applicants must file scores for the Graduate Record Examination (GRE) in the Graduate College.
5. Applicants must provide a letter of intent that addresses the applicant's interests, goals, and reasons for applying to the degree program.
6. Applicants must provide two (2) letters of recommendation, using the form provided by our Fisheries and Wildlife Science Program, from professors familiar with the applicant's academic ability.
7. Approval from the Program Director.

Conditional Admission

Qualified students lacking one or more 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 and allowed to enroll for a maximum of twelve (12) semester hours. Following completion of twelve (12) semester hours, the student's GPA must reach 3.0.

Academic Advisors

Students following the non-thesis option will have an advisor assigned by the program director following admission into the program. Students wishing to pursue the thesis option must be accepted by an academic advisor prior to acceptance into the program. The faculty member that agrees to be the student's academic advisor will submit a letter to the program director acknowledging willingness to serve as a student's major advisor and this letter constitutes formal acceptance into the thesis-option. Thesis-option students, under guidance of their academic advisor, will select two (2) or more qualified personnel that have or can attain graduate faculty status (at least one from the Fisheries and Wildlife Program) to serve as members of

the student's advisory committee.

The advisor should assist the student in developing a course plan (submitted on a candidacy form to the Graduate College). Thesis-option candidates will submit a thesis topic approved by the academic advisor, advisory committee and program director along with the course plan. The thesis topic will generally be submitted within the first semester, but no later than the end of the second semester. The advisory committee will determine acceptability of the thesis and oral defense. While the advisory committee helps identify critical deficiencies in undergraduate preparation and adds courses to the program of study to compensate for these deficiencies, it remains the student's responsibility to understand and to satisfy all degree requirements.

Degree Requirements

Option 1: Thesis Option

1. A minimum of 30 semester hours at the graduate level must be completed for the thesis option, 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 or approved graduate-level statistics course
 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 or approved graduate-level statistics course
 Approved 5000 or 6000 level elective courses - 15 hours

Electives

EMHS 6033 Foundation of Leadership
 FW 5003 Principles of Wildlife Management
 FW 5014 Forest Ecology and Management
 FW 5024 Limnology
 FW 5034 Advanced Geographic Information Systems Applications
 FW 5064 Wetland Ecology and Management
 FW 5103 Human Dimensions of Fisheries and Wildlife Management
 FW 5881-4 Advanced Topics
 FW 6023 Quantitative Fisheries Science

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. The topic of this thesis work is guided by a graduate advisor and the topic is approved by submitting a Graduate College form at or about the time of candidacy approval. 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 for the degree must be accomplished within six (6) years from the time of admission to the program.

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Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an [Application for Graduation](#) online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

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

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.

This program may be completed online.

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.

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) hours of INFT, HI 5000-level or 6000-level electives, or electives that are deemed acceptable by MSHI Program Director.
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. 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.
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

Additional approved electives may be available.

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while still finishing your undergraduate program, Degree Works will show your new program of study in the graduate program and you would have to generate a "what-if" query to see your undergraduate degree progress.

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an Application for Graduation online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

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 Graduate College Dean. 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 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

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.

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.

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. 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.
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.

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Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an Application for Graduation online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

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 Graduate College Dean.

©

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.

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). The GRE requirement may be waived upon approval of the Program Director.
5. Applicants must submit a statement of intent. This statement must answer four questions: 1) Why does the applicant want to pursue this degree?; 2) Why does the applicant want to pursue this degree at Arkansas Tech University?; 3) What are the applicant's research interests and career goals?; and 4) Why does the applicant think they are qualified to receive a graduate assistant position?
6. 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 fulfillment 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.

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.

Required Courses (12 hours)

PSY 6003 Advanced Principles of Psychology I
PSY 6013 / SOC 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

2. The satisfactory completion of six (6) hours of PSY 6991-3.
3. Thesis hours must earn a grade no lower than "B".
4. 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.
5. No more than six (6) hours of PSY 6993-6 Thesis Research will be counted toward the degree.
6. No more than six (6) hours of PSY 6891-3 Independent Study will be counted toward the degree.
7. 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.

8. All course work must be completed within six (6) years of admission to the degree program.
9. A minimum of 24 semester hours of graduate course work completed in residence at Arkansas Tech University.
10. At the end of each fall semester, the student will meet with the Psychology Graduate Committee for program review and evaluation.

Degree Works

Degree Works is a software tool utilized by Arkansas Tech University designed to detail academic progression. It allows both students and advisors to monitor course progress towards degree completion and clearly indicates which course requirements have been met as well as how courses transfer into a program. Transfer courses must be approved through the use of a substitution/waiver form available via the Registrar for progress to display correctly within Degree Works.

Degree Works will display course progression based on the current program of study, but a "what-if" scenario can be generated for any program to see how progression looks with the courses currently completed and in progress. Note that if you have applied to and been admitted to a graduate program while still finishing your undergraduate program, Degree Works will show your new program of study in the graduate program and you would have to generate a "what-if" query to see your undergraduate degree progress.

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an Application for Graduation online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

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 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 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

Strength and Conditioning Studies

The Master of Science in Strength and Conditioning Studies is designed to provide graduate level instruction in the theory and science of strength and conditioning. The 33 hour program is designed to meet the needs of coaches, physical educators, physical therapists, athletic trainers, and others interested in the fitness profession. Upon completion of this degree, students may pursue certifications such as the Personal Trainer and Strength & Conditioning Specialist (CSCS) by the National Strength and Conditioning Association (NSCA). This degree is recognized by the NSCA, which recognizes fewer than 38 Graduate Studies Programs.

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Science in Strength and Conditioning Studies if they meet the following requirements:

1. Applicants must meet the admission requirements for Graduate College.
2. Applicants must meet a minimum undergraduate cumulative grade point average of 2.85.
3. Applicants must have completed either undergraduate courses in PE 4033 Exercise Physiology and PE 3663 Kinesiology/Biomechanics with grades of "B" or higher or the leveling courses PE 5013 Structural and Mechanical Kinesiology Concepts and PE 5023 Applied Physiology Concepts with grades of "B" or higher.
4. Approval from the Program Director.

**Admission will be awarded on a competitive basis due to limited availability.*

Conditional Admission

Applicants who fail to meet the above requirement will be considered for conditional admission on a case-by-case basis. Students admitted conditionally must achieve a cumulative grade point average of 3.00 at the completion of twelve (12) semester hours toward the degree with no grade lower than "C".

Degree Requirements

1. Thirty-three credit hours are required for completion of the Master of Science in Strength and Conditioning Studies degree.

Required Core Courses (27 hours)

PE 6033 Exercise Physiology
 PE 6043 Motor Learning & Control
 PE 6053 Biomechanics
 PE 6083 Research Methods and Statistics
 SCS 6013 Measurement and Evaluation in Strength and Conditioning
 SCS 6033 Strength & Conditioning Program Design & Development
 SCS 6043 Techniques for Development of Hypertrophy, Strength & Power

SCS 6053 Techniques for Development of Speed, Agility, Reaction Time & Endurance

SCS 6063 Trends in Sports Nutrition & Metabolism

Electives (3 hours)

MATH 5173 Advanced Biostatistics

PE 6063 Current Issues in Coaching & Athletics

PE 6073 Exercise & Sport Behavior

PE 6891-3 Independent Study

SCS 6023 Scientific Foundations of Strength & Conditioning

SCS 6083 Instructional Strategies for Strength Coaches

SCS 6093 Exercise Science Seminar

Culminating Experience (3 hours)

SCS 6103 Professional Project (could be research, internship, or other approved project)

2. A minimum of 27 semester hours of graduate course work completed in residence at Arkansas Tech University.
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. Completion of all degree requirements within six (6) years from the time of unconditional or conditional admission into the program.

Degree Works

Degree Works is a software tool utilized by Arkansas Tech University designed to detail academic progression. It allows both students and advisors to monitor course progress towards degree completion and clearly indicates which course requirements have been met as well as how courses transfer into a program. Transfer courses must be approved through the use of a substitution/waiver form available via the Registrar for progress to display correctly within Degree Works.

Degree Works will display course progression based on the current program of study, but a "what-if" scenario can be generated for any program to see how progression looks with the courses currently completed and in progress. Note that if you have applied to and been admitted to a graduate program while still finishing your undergraduate program, Degree Works will show your new program of study in the graduate program and you would have to generate a "what-if" query to see your undergraduate degree progress.

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an [Application for Graduation](#) online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

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 Science

Student Affairs Administration

The Master of Science in Student Affairs Administration 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 Student Affairs Administration (SAA) program include:

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

This program may be completed online.

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Science degree program in Student Affairs Administration 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 previous/current faculty or supervisors who can attest to the candidate's ability to succeed in an academic setting.
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? Please share the delivery method (online; face-to-face; or both) you plan to use to complete the degree and if you will be a distance student.
6. Approval from the 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 SAA 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.

Advising Certificate Admission

Students not currently in the SAA program will need to submit an application to the Graduate College (advising certificate); pay the application fee; submit a resume; and give a short statement about why you want to pursue the advising certificate and how you plan to use it to meet their personal or professional goals.

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.

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 Student Development Theory

CSP 6043 College Students & Subcultures

CSP 6053 Legal Issues for Professionals in College Student Personnel

CSP 6073 Counseling Theories and Helping Skills

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 **OR**

CSP 6283 Advising Practicum

CSP 6063 College Student Personnel Capstone Seminar

Elective Courses (6 Hours Required)

CSP 6093 Practicum 2 in College Student Personnel (Required for students without student affairs related work experience)

CSP 6133 Ethical Leadership in Higher Education

CSP 6153 Advising Student Groups

CSP 6163 Academic Advising

CSP 6173 Career Counseling

CSP 6203 American Higher Education in Transition

CSP 6213 Diversity & Inclusion in Student Affairs
 CSP 6881-3 Special Problem (Workshop) in College Student Personnel

Advising Certificate (15 Hours Required)

CSP 6073 Counseling Theories & Helping Skills
 CSP 6153 Advising Student Groups
 CSP 6163 Academic Advising
 CSP 6173 Career Advising
 CSP 6283 Advising Practicum

2. A cumulative grade point average of a 3.00 or better must be achieved in all graduate work attempted at Arkansas Tech University for the Graduate Degree and the Advising Certificate, with a maximum of six (6) hours of "C" grades for the Master's Degree and a maximum of three (3) hours of "C" grades for the Advising Certificate. 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](#).
3. A minimum of 27 semester hours of graduate course work completed at Arkansas Tech University.
4. Successful completion of the comprehensive examination.
 Comprehensive examination policies are available from the program director.
5. Completion of all degree requirements within six (6) years from the time of unconditional or conditional admission into the program.

Degree Works

Degree Works is a software tool utilized by Arkansas Tech University designed to detail academic progression. It allows both students and advisors to monitor course progress towards degree completion and clearly indicates which course requirements have been met as well as how courses transfer into a program. Transfer courses must be approved through the use of a substitution/waiver form available via the Registrar for progress to display correctly within Degree Works.

Degree Works will display course progression based on the current program of study, but a "what-if" scenario can be generated for any program to see how progression looks with the courses currently completed and in progress. Note that if you have applied to and been admitted to a graduate program while still finishing your undergraduate program, Degree Works will show your new program of study in the graduate program and you would have to generate a "what-if" query to see your undergraduate degree progress.

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an Application for Graduation online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

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 Business

Business Administration

The Master of Business Administration (MBA) program provides a graduate business program for students wishing to further their education in business beyond the undergraduate level. The program offers 1) the general business track, 2) MBA with a Business Data Analytics concentration, and 3) MBA with a Digital Marketing concentration. All the MBA courses are offered online. The goal of the program is to prepare students for a successful business career in management and leadership roles with an emphasis on helping students develop important information analytical abilities and data driven decision-making skills needed in today's fast-paced business world.

Program Prerequisites

Students will be required to demonstrate proficiency in the course areas listed below whether they are admitted unconditionally or conditionally to the MBA degree program. Proficiency can be demonstrated by:

1. Courses from an accredited university corresponding with those listed below; or
2. Certification of proficiency from an approved source for each of the areas listed below; or
3. A combination of 1 and 2 above.

Required Prerequisite Courses

Principles of Accounting I & II,
Principles of Economics I & II,
Business Finance, and
Business Statistics.

Unconditional Admission

Students are eligible to apply for unconditional admission to the MBA degree program if they meet the following:

1. Admission Requirements for the Graduate College
2. Students will also be required to meet one of the following standards:
 - A 3.50 GPA from an AACSB or ACBSP accredited business undergraduate program; **or**
 - A score of 1,000 using the formula $[GMAT + 200 * GPA = 1,000]$ with a minimum GPA of 2.50 and a minimum GMAT of 450. A GMAT test score must be taken within the last five (5) years; **or**
 - A minimum combined GRE score equivalent to GMAT of 450. Please check the link at ETS website for the conversion: https://www.ets.org/gre/institutions/about/mba/comparison_tool. After a combined GRE score is converted into a GMAT score, the GMAT score should also meet a score of 1,000 using the formula $[GMAT + 200 * GPA = 1,000]$ with a minimum GPA of 2.50. A GRE test score must be taken within the last five (5) years.

Conditional Admission

Applicants not meeting the grade point requirement specified for unconditional admission may be admitted conditionally to enroll for a maximum of six (6) credits per semester. 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, and all the requirements for unconditional admission have been met, including GRE or GMAT exam scores that are stated above. A GRE or GMAT test score must be submitted prior to or upon completion of six (6) credit semester hours.

Students may be admitted conditionally if they have met the following requirements:

1. Admission Requirements for the Graduate College;
2. Students with a GPA below 2.50 from an accredited undergraduate program using all earned hours may earn conditional admission status if they score at least 1,000 on the above described formula for GMAT/GRE;
or
3. Approval from the College of Business Admissions Committee.

Academic Advisors

The College of Business will assign an academic advisor to each student admitted to the MBA 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.

Core Curriculum

The core curriculum includes eight courses (24 hours)

ACCT 6103: Accounting Analysis

BDA 6203: Business Information Analysis

ECON 6103: Managerial Economics

FIN 6103: Corporate Financial Management

MGMT 6103: Organizational Management & Leadership

MGMT 6203: Decision Modeling in Supply Chain Management

MGMT 6903: Corporate Strategic Management

MKT 6103: Digital Marketing Strategy

Degree Requirements

1. The MBA program offers 1) The general business track, 2) MBA with a Business Data Analytics concentration, and 3) MBA with a Digital Marketing concentration.

1) General Business Track

24 hours of Core + 6 hours elective courses outside Core = 30 hours

24 hours MBA core curriculum (see above)

Note that the 6 hours electives may be chosen from any MBA courses other than the core courses.

2) MBA with a Business Data Analytics Concentration

24 hours of Core + 9 hours required/electives = 33 hours

24 hours MBA core curriculum (see above)

Required:

BDA 6323: or MKT 6323: Applied Predictive Analytics

BDA 6343: Advanced Analytics

BDA 6363: Analytic Strategy

Elective:

BDA 6353: Big data Strategies

BDA 6073: Special Topics in BDA

Note that an elective may be offered to substitute one of the required courses.

3) MBA with a Digital Marketing Concentration

24 hours of Core + 9 hours required/electives = 33 hours

24 hours MBA core curriculum (see above)

Required:

BDA 6323: or MKT 6323: Applied Predictive Analytics

Elective:

MKT 6113: Strategic Social Media Marketing

MKT 6153: Consumer Insights

MKT 6093: Special Topics in Marketing

2. 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.

3. 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.

4. The completion of all degree requirements within six (6) years of admission to the program.

Degree Works

Degree Works is a software tool utilized by Arkansas Tech University designed to detail academic progression. It allows both students and advisors to monitor course progress towards degree completion and clearly

indicates which course requirements have been met as well as how courses transfer into a program. Transfer courses must be approved through the use of a substitution/waiver form available via the Registrar for progress to display correctly within Degree Works.

Degree Works will display course progression based on the current program of study, but a "what-if" scenario can be generated for any program to see how progression looks with the courses currently completed and in progress. Note that if you have applied to and been admitted to a graduate program while still finishing your undergraduate program, Degree Works will show your new program of study in the graduate program and you would have to generate a "what-if" query to see your undergraduate degree progress.

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an Application for Graduation online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

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 Science in Nursing

Nursing Administration and Emergency Management

This program may be completed online.

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.

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, fiscal management, 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 Accreditation Commission for Education in Nursing (ACEN) accredited nursing program.
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 three (3) credit general statistics course with a grade of 'C' or better.
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.

Degree Requirements

1. Thirty-nine credit hours are required for completion of the MSN Degree. Thirty 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.

Core Curriculum (30 hours)

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

2. 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.
3. Twenty-Seven hours of graduate work must be taken while in residence at Arkansas Tech University.
4. The master's degree program must be completed within six (6) years from the time of admission to the graduate program.

Degree Works

Degree Works is a software tool utilized by Arkansas Tech University designed to detail academic progression. It allows both students and advisors to monitor course progress towards degree completion and clearly indicates which course requirements have been met as well as how courses transfer into a program. Transfer courses must be approved through the use of a substitution/waiver form available via the Registrar for progress to display correctly within Degree Works.

Degree Works will display course progression based on the current program of study, but a "what-if" scenario can be generated for any program to see how progression looks with the courses currently completed and in progress. Note that if you have applied to and been admitted to a graduate program while still finishing your undergraduate program, Degree Works will show your new program of study in the graduate program and you would have to generate a "what-if" query to see your undergraduate degree progress.

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an [Application for Graduation](#) online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

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 Engineering in Electrical Engineering

Thank you for your interest in the Master's degree program in Electrical Engineering at Arkansas Tech University. The Electrical Engineering Master's program provides you a solid foundation in both the theory and application in the field of Electrical Engineering and the program strives to offer you the breadth of education and depth of training necessary for leadership in the profession. The program requires 36 course credits for completion and it gives the students the flexibility to select a degree plan that is customized to their goals. Student's success is the prime goal of the department and we strive to provide the best opportunities for growth and professional development of our students. At the department of Electrical Engineering, you will find a welcoming community and we are always searching for outstanding new graduate talent.

Unconditional Admission

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

1. Applicants must meet the admission requirements for the Graduate College.
2. Applicants must have 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. Applicants must submit 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. Applicants must provide two letters of recommendation 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 of 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 student's 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.

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 the concentration area. 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)

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.

2. 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.
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.
5. A minimum of 27 semester hours of graduate course work completed at Arkansas Tech University.

Degree Works

Degree Works is a software tool utilized by Arkansas Tech University designed to detail academic progression. It allows both students and advisors to monitor course progress towards degree completion and clearly indicates which course requirements have been met as well as how courses transfer into a program. Transfer courses must be approved through the use of a substitution/waiver form available via the Registrar for progress to display correctly within Degree Works.

Degree Works will display course progression based on the current program of study, but a "what-if" scenario can be generated for any program to see how progression looks with the courses currently completed and in progress. Note that if you have applied to and been admitted to a graduate program while still finishing your undergraduate program, Degree Works will show your new program of study in the graduate program and you would have to generate a "what-if" query to see your undergraduate degree progress.

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an Application for Graduation online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

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 Engineering in Mechanical Engineering

Thank you for your interest in the Master's degree program in Mechanical Engineering at Arkansas Tech University. The department of Mechanical Engineering takes an interdisciplinary approach to maximize the students success through a mixture of cutting-edge research, diversified coursework, and world class faculty. The department is continuously growing and has maintained a consistent leadership as one of the top Mechanical Engineering programs in the state of Arkansas. As a new Mechanical Engineering Master's student, you have two program options: coursework and research project. The program requires 36 course credits for completion, and it gives the students the flexibility to select a degree plan that is customized to their goals. Student's success is the prime goal of the department and we strive to provide the best opportunities for growth and professional development of our students.

Unconditional Admission

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

1. Applicants must meet the admission requirements for the Graduate College.
2. Applicants must have 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. Applicants must submit 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. Applicants must provide 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 of 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 student's 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.

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 the concentration area. 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)

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.

2. 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.
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.
5. A minimum of 27 semester hours of graduate course work completed at Arkansas Tech University.

All courses offered by this department can be found at <https://www.atu.edu/catalog/descriptions/courses.php?catalog=G&subj=MCEG>

Degree Works

Degree Works is a software tool utilized by Arkansas Tech University designed to detail academic progression. It allows both students and advisors to monitor course progress towards degree completion and clearly indicates which course requirements have been met as well as how courses transfer into a program. Transfer courses must be approved through the use of a substitution/waiver form available via the Registrar for progress to display correctly within Degree Works.

Degree Works will display course progression based on the current program of study, but a "what-if" scenario can be generated for any program to see how progression looks with the courses currently completed and in progress. Note that if you have applied to and been admitted to a graduate program while still finishing your undergraduate program, Degree Works will show your new program of study in the graduate program and you would have to generate a "what-if" query to see your undergraduate degree progress.

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an Application for Graduation online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

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

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.

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.

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 critical approaches.

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.

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.
5. A cumulative grade point average of a 3.00 or better must be achieved in all graduate work attempted at Arkansas Tech University, with a maximum of 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.
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 an examination based on three (3) ENGL-prefixed or TESL-prefixed courses selected by the student.
5. A cumulative grade point average of a 3.00 or better must be achieved in all graduate work attempted at Arkansas Tech University, with a maximum of 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.
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.

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](#).

Degree Works

Degree Works is a software tool utilized by Arkansas Tech University designed to detail academic progression. It allows both students and advisors to monitor course progress towards degree completion and clearly indicates which course requirements have been met as well as how courses transfer into a program. Transfer courses must be approved through the use of a substitution/waiver form available via the Registrar for progress to display correctly within Degree Works.

Degree Works will display course progression based on the current program of study, but a "what-if" scenario can be generated for any program to see how progression looks with the courses currently completed and in progress. Note that if you have applied to and been admitted to a graduate program while still finishing your undergraduate program, Degree Works will show your new program of study in the graduate program and you would have to generate a "what-if" query to see your undergraduate degree progress.

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an [Application for Graduation](#) online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

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

History

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 each 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.

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. A minimum of 24 semester hours of graduate coursework completed in residence at Arkansas Tech University.
8. 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.
9. 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.
10. 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.
11. 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. A minimum of 24 semester hours of graduate coursework completed in residence at Arkansas Tech University.
8. 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.
9. 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.
10. 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.

Candidacy

Graduate students admitted unconditionally must apply for candidacy to the selected degree program upon completion of fifteen (15) graduate credit hours. Students admitted conditionally cannot apply for candidacy until all conditions assigned at the time of admission to graduate study have been removed.

Upon the completion of fifteen (15) graduate hours, a hold will be placed on the students' record until a candidacy form has been approved by the Graduate Dean. Failure to apply for candidacy will result in the hold remaining on the students' record, and an inability to register for subsequent coursework.

Students who have filed a candidacy form but do not enroll or receive graduate credit for one (1) academic year must submit a new candidacy form upon being readmitted into the same graduate program. If admitted into a different academic program, students are not required to submit a new candidacy form until fifteen (15) graduate credits have been accumulated within the new program.

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an Application for Graduation online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

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 of the student's major department and the Graduate College Dean.

Students must send a written request to the Program Director 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.

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 submit Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) test scores.
3. Applicants must present a 500 word writing sample to the Director of the Multi-Media Journalism Program.
4. Applicants must successfully complete a writing and technology performance review by the Journalism Graduate Committee following the applicant's first academic year in the program 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.

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 5053 Mass Communication Seminar
 JOUR 5073 Graphic Communication
 JOUR 5083 Computer Mediated Communication
 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 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.
3. Satisfactory completion of the professional project.
4. Completion of all degree requirements within six (6) years of admission to the degree program.
5. A minimum of 24 semester hours of graduate coursework completed in residence at Arkansas Tech University.

Degree Works

Degree Works is a software tool utilized by Arkansas Tech University designed to detail academic progression. It allows both students and advisors to monitor course progress towards degree completion and clearly indicates which course requirements have been met as well as how courses transfer into a program. Transfer courses must be approved through the use of a substitution/waiver form available via the Registrar for progress to display correctly within Degree Works.

Degree Works will display course progression based on the current program of study, but a "what-if" scenario can be generated for any program to see how progression looks with the courses currently completed and in progress. Note that if you have applied to and been admitted to a graduate program while still finishing your undergraduate program, Degree Works will show your new program of study in the graduate program and you would have to generate a "what-if" query to see your undergraduate degree progress.

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an Application for Graduation online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate

credit hours.

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

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 doctoral-level studies.

This program may be completed online.

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 an 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.

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 semester hours):

*TESL 6003 Linguistics for ESL Teachers
 TESL 6013/ENGL 6013 Modern English Grammar and Usage
 TESL 6023 Language and Society
 TESL 6063 Instructional Strategies in Content Areas
 TESL 6083 Seminar in Teaching English to Speakers of Other Languages**
 TESL 6123 Teaching Writing to English Language Learners
 TESL 6133 Teaching Listening and Speaking to English Language Learners
 TESL 6143 Teaching Reading to English Language Learners
 TESL 6863 TESOL Practicum or ENGL 6863 TESL Practicum***
 ENGL 5083 Seminar in English Language**
 ENGL 6023 Composition for Teachers
 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.*

***Note: These four courses are offered with different topics and may be repeated for credit if the topic differs.*

****Note: Students who complete TESL 6863 TESOL Practicum as one of their electives are exempt from the M.A. Examination requirement.*

1. 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.
2. 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.
3. The completion of a minimum of 24 semester hours of graduate work at Arkansas Tech University. Full-time residence is not required.
4. The completion of all degree requirements within six (6) years of admission to the degree program.

Degree Works

Degree Works is a software tool utilized by Arkansas Tech University designed to detail academic progression. It allows both students and advisors to monitor course progress towards degree completion and clearly indicates which course requirements have been met as well as how courses transfer into a program. Transfer courses must be approved through the use of a substitution/waiver form available via the Registrar for progress to display correctly within Degree Works.

Degree Works will display course progression based on the current program of study, but a "what-if" scenario can be generated for any program to see how progression looks with the courses currently completed and in progress. Note that if you have applied to and been admitted to a graduate program while still finishing your undergraduate program, Degree Works will show your new program of study in the graduate program and you would have to generate a "what-if" query to see your undergraduate degree progress.

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an Application for Graduation online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

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

Teaching Middle/Secondary

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:

Middle Childhood, grades 4 - 8
Secondary Education, grades 7 - 12

Art, 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 degree program in Teaching if they meet the following requirements:

1. Applicants must meet the admission requirements for the Graduate College.
2. Applicants must meet a minimum undergraduate cumulative GPA of 2.75 or a 3.0 GPA in the last 30 hours.
3. ACT with Writing Score.
4. Approval from the Program Director.

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.

Degree Requirements

1. Thirty-six semester hours must be completed.

Core Courses (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

Middle/Secondary (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 (*Middle Level and Secondary social studies majors*)
 Completion of a Prescribed Pathway for Awareness Level Certificate for scientific reading instruction.

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

An internship in the public school must be successfully completed.

2. 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.
3. Twenty-Seven hours of graduate work must be taken while in residence at Arkansas Tech University*. Full-time residence is not required.
4. The master's degree program must be completed within six (6) years from the time of admission to the graduate program.
5. 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 Works

Degree Works is a software tool utilized by Arkansas Tech University designed to detail academic progression. It allows both students and advisors to monitor course progress towards degree completion and clearly indicates which course requirements have been met as well as how courses transfer into a program. Transfer courses must be approved through the use of a substitution/waiver form available via the Registrar for progress to display correctly within Degree Works.

Degree Works will display course progression based on the current program of study, but a "what-if" scenario can be generated for any program to see how progression looks with the courses currently completed and in progress. Note that if you have applied to and been admitted to a graduate program while still finishing your undergraduate program, Degree Works will show your new program of study in the graduate program and you would have to generate a "what-if" query to see your undergraduate degree progress.

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an Application for Graduation online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

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 Liberal Arts

Liberal Arts

The MLA degree is suited to the student who is interested in graduate study in the liberal arts, but is less interested in a research degree in a specific arts discipline or in a graduate degree in a technical area. The MLA is useful for English, speech, theatre, journalism, and social studies teachers at any level who want to deepen their knowledge of the areas they teach. Other professionals who have specialized educational backgrounds, but who have an interest in the liberal arts, will also find the MLA attractive. This program grants students a great deal of educational and creative freedom, allowing them to tailor their education to their specific interests and career goals.

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

1. Generate writing that demonstrates an advanced ability to analyze and synthesize.
2. Conduct original research.
3. Demonstrate familiarity with interdisciplinary study.

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Liberal Arts degree program 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 MLA Director will serve as faculty advisor to each student admitted conditionally or unconditionally to the MLA degree program. The advisor will assist the student in the design of a curriculum of study that leads to the fulfillment of degree requirements. Subsequently, the academic advisor and the Graduate College monitor the student's progress through the program. It remains, however, the student's responsibility to understand and to satisfy all degree requirements.

Degree Requirements for MLA with Project Option

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

2. The satisfactory completion of LA 6013 Introduction to the Liberal Arts¹ and LA 6711-3 Liberal Arts Project² as part of the 30 semester hour requirement.
3. The completion of a 12 to 18 semester hour major concentration of course work in one of three areas:
 - Communications
 - The Fine Arts
 - Social Sciences

The Completion of 6 to 12 hours in a related area of study.
4. 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.
5. A minimum of 24 semester hours of graduate course work completed in residence at Arkansas Tech University. (Full time residence is not required.)
6. Completion of all degree requirements within six (6) years of admission to the program.

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

²The requirements for this course include a scholarly research paper. With the approval of the Graduate College Dean and the MLA Director, a significant creative project may be substituted for a scholarly research paper.

Degree Requirements for MLA with Exam Option

1. The completion of at least 30 semester hours of graduate course work, at least 15 of which must be at the 6000 level.
2. The satisfactory completion of LA 6013 Introduction to the Liberal Arts¹ as part of the 30 semester hour requirement.
3. The completion of a 15 to 21 semester hour major concentration of course work in one of three areas:
 - Communications
 - The Fine Arts
 - Social Sciences

The completion of 6 to 12 hours in a related area of study.
4. The satisfactory completion of a comprehensive exam based on course work.²
5. A cumulative grade point average of a 3.00 or better must be achieved in all graduate work attempted at Arkansas Tech University, with a maximum of 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. (Full-time residence is not required.)
6. Completion of all degree requirements within six (6) years of admission to the program.

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

²This comprehensive exam is comprised of two sections, each focusing on information covered in one of the courses completed as part of the degree program. Students who choose the exam option should complete and return the following form to the program director *no later than two weeks before the scheduled examination*: [Application for MLA Examinations](#).

Candidacy

Graduate students admitted unconditionally must apply for candidacy to the selected degree program upon completion of fifteen (15) graduate credit hours. Students admitted conditionally cannot apply for candidacy until all conditions assigned at the time of admission to graduate study have been removed.

Upon the completion of fifteen (15) graduate hours, a hold will be placed on the students' record until a candidacy form has been approved by the Graduate Dean. Failure to apply for candidacy will result in the hold remaining on the students' record, and an inability to register for subsequent coursework.

Students who have filed a candidacy form but do not enroll or receive graduate credit for one (1) academic year must submit a new candidacy form upon being readmitted into the same graduate program. If admitted into a different academic program, students are not required to submit a new candidacy form until fifteen (15) graduate credits have been accumulated within the new program.

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an Application for Graduation online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

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 director of the MLA program and the Graduate College Dean. Students must send a written request to the director of the MLA program to petition an acceptance of the transfer credit prior to requesting admission to candidacy to the graduate program. Graduate credit earned six (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 MLA program 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 director of the MLA program and the Graduate College Dean.

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Liberal Arts Project

Students choosing the MLA with Project Option must complete LA 6711-3, Liberal Arts Project. The requirements for this course include a scholarly research paper. With the approval of the Graduate College Dean and the MLA Director, a significant creative project may be substituted for a scholarly research paper.

Graduate Catalog Course Descriptions

In this section of the catalog, all graduate level courses taught at Arkansas Tech University are listed alphabetically by subject area. Courses fulfilling subject matter requirements in more than one area are cross-listed; e.g., the listing ANTH(MUS) 5853 is offered for three semester hours of credit in either anthropology or music. For departmental write-ups and detailed curricula of programs of study, see the appropriate division of the catalog.

Course numbers are to be interpreted as follows:

The first digit refers to the level of the course: 5-graduate level, 6-graduate level; 0-designates a course that cannot be used to satisfy general education requirements nor provide credit toward any degree.

Normally, the middle two digits merely differentiate the course from others and have no meaning for the student, and the last digit refers to the number of hours of credit allowed for the course. Exceptions to this include internships, externships, practicums and variable credit classes where hours earned can be 10 or more. In these cases, the last two numbers refer to the number of hours of credit allowed for the course.

Typically an hour of credit requires one hour of classroom work per week for the duration of a semester.

(ACCT)	<u>Accounting</u>
(ANTH)	<u>Anthropology</u>
(ART)	<u>Art</u>
(BDA)	<u>Business Data Analytics</u>
(BIOL)	<u>Biology</u>
(BUAD)	<u>Business Administration</u>
(CHEM)	<u>Chemistry</u>
(CJ)	<u>Criminal Justice</u>
(COMM)	<u>Communication</u>
(COUN)	<u>Counseling</u>
(CSP)	<u>College Student Personnel</u>
(DE)	<u>Driver Education</u>
(DYS)	<u>Dyslexia</u>
(ECED)	<u>Early Childhood Education (BS)</u>
(ECON)	<u>Economics</u>
(EDFD)	<u>Educational Foundations</u>
(EDLD)	<u>Educational Leadership</u>
(EDMD)	<u>Educational Media</u>
(ELED)	<u>Elementary Education</u>
(ELEG)	<u>Electrical Engineering</u>
(EMHS)	<u>Emergency Mgmt Homeland Securi</u>
(ENGL)	<u>English</u>
(FIN)	<u>Finance</u>
(FR)	<u>French</u>
(FW)	<u>Fisheries Wildlife Science</u>
(GEOG)	<u>Geography</u>
(GEOL)	<u>Geology</u>
(GSCI)	<u>General Science</u>
(GTED)	<u>Gifted Education</u>
(HI)	<u>Health Informatics</u>
(HIST)	<u>History</u>
(HUM)	<u>Humanities</u>

(INFT)	<u>Information Technology</u>
(JOUR)	<u>Journalism</u>
(LA)	<u>Liberal Arts</u>
(LBMD)	<u>Library Media</u>
(MAEC)	<u>Master Arts Early Childhood</u>
(MAMS)	<u>Master Arts Middle School</u>
(MAT)	<u>Master Arts Teaching</u>
(MATH)	<u>Mathematics</u>
(MCEG)	<u>Mechanical Engineering</u>
(MGMT)	<u>Management</u>
(MKT)	<u>Marketing</u>
(MLEL)	<u>Middle Level Education</u>
(MTLL)	<u>Teaching, Learning and Leadership</u>
(MUS)	<u>Music</u>
(MUSM)	<u>Museum</u>
(NUR)	<u>Nursing</u>
(PE)	<u>Physical Education</u>
(PHIL)	<u>Philosophy</u>
(PHSC)	<u>Physical Science</u>
(PHYS)	<u>Physics</u>
(POLS)	<u>Political Science</u>
(PSY)	<u>Psychology</u>
(RDNG)	<u>Reading - Elementary Education</u>
(SCS)	<u>Strength Conditioning Studies</u>
(SEED)	<u>Secondary Education</u>
(SOC)	<u>Sociology</u>
(SPAN)	<u>Spanish</u>
(SPED)	<u>Special Education</u>
(TESL)	<u>Teach English Second Language</u>
(TH)	<u>Theatre</u>

Accounting Course Descriptions

ACCT 6093: Special Topics in Accounting

Course offers an in-depth exploration of selected accounting issues affecting business. The primary focus of the course will vary from offering to offering; thus the course may be taken more than once. There is a required research project.

Note: Students are limited to a maximum of six (6) hours of special topics credit.

ACCT 6103: Accounting Analysis

This course uses a case-study approach to demonstrate how to evaluate internal business units as well as potential merger and acquisition targets. The case-study approach is also used to refine operational and capital budgeting skills, to teach advanced cost-volume-profit analysis techniques, and to develop an awareness of domestic and global transfer pricing issues for multi-location entities.

\$35 per SSCH course fee.

Anthropology Course Descriptions

ANTH 5403: Interpretation/Education through Museum Methods

Cross-listed: HIST 5403, MUSM 5403

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.

Note: May not be taken for credit after completion of ANTH 4403, HIST 4403, or MUSM 4403.

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.

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.

Note: A student can repeat this course, earning a maximum number of six (6) graduate hours of credit

ART 6163: Survey of 20th Century Photography

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

Business Data Analytics Course Descriptions

BDA 6073: Special Topics

Offered: As needed

Prerequisites: MGMT 6203, BDA 6203, and BDA/MKT 6323

This course offers an in-depth exploration of selected business data analytics topics. The primary topic will vary from offering to offering.

Note: Course may be repeated up to three times if topic varies.

\$35 per SSCH course fee.

BDA 6203: Business Information Analysis

In this course, students will learn to make strategic use of information systems and technology to enhance the survival and success of an organization. They will learn how to use and manage these resources to make data-driven decisions, to create insights to assist in developing strategy, and to align the use of IS/IT with organizational goals.

\$35 per SSCH course fee.

BDA 6213: Visualizing Data

Prerequisites: Introduction to statistics course (BUAD 2053, MATH 2163, PSY 2053, or other) and Introduction to MS Office course (BUAD 2003, MS Office Certification, or other).

Students will study ways to develop effective visualizations that are based on the principles cognitive science, graphic design, visual arts, and the visual perception theories. This course develops the ability of student to understand and convey the results of data analysis at the executive level as well as to influence others to act on insights that develop from the analysis of data. The goal of the course is to empower students to identify and illuminate important insights and skillfully display them to improve decision-making. This course covers the use of quantitative analysis and software to create effective displays. The course will advance critical thinking skills because students will be better equipped to evaluate data and eliminate bias from the process of turning data into knowledge. Students will enhance their written and oral communication skills in written reports and presentations of their data visualizations.

\$35 per SSCH course fee.

BDA 6323: Applied Predictive Analytics

Cross-listed: MKT 6323

This course will explore multivariate techniques to analyzing data (e.g. multivariate regression, discriminant analysis, logistic regression, market-basket analysis, forecasting and other analytic techniques). The focus of the course will be providing input for organizational strategic decision-making. As an applied analytics course, emphasis will be on application of predictive analytic techniques explored through conceptual, computational, procedural and computer applications.

\$35 per SSCH course fee.

BDA 6343: Advanced Analytics

Prerequisite: BDA 6323

This course will explore advanced analytic techniques such as machine learning and artificial intelligence as well as cluster analysis, decision trees and other advanced statistical techniques. The student will formulate

advanced models and explore their use to solve complex business problems.

\$35 per SSCH course fee.

BDA 6353: Big Data Strategies

This cutting-edge course delivers sophisticated material in an easy-to-understand, accessible way. Students will learn the foundational knowledge and tools needed to seize the opportunities that big data analytics presents as well as how to align these efforts with the organizational goals and strategies.

\$35 per SSCH course fee.

BDA 6363: Analytics Strategy

Prerequisites: BDA 6323 and BDA 6343

This course focuses on management of data analytics activities within an organization. Data identification, acquisition, cleansing, and analysis activities will be discussed as part of an organization's overall data, I.T. and corporate strategy. The course will explore the analytics manager's role in aligning the activities of the analytics function with the organizations data, information and corporate strategy.

\$35 per SSCH course fee.

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.

\$40 laboratory fee.

Business Administration Course Descriptions

BUAD 6003: Independent Study

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

Students will complete an administrative project approved in advance by their advisor. The project must include elements of administration 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. The work may take the form of an internship, a research project or a consulting project.

Note: May be repeated for credit.

BUAD 6093: Special Topics in Business

Prerequisite: Twelve (12) hours must be completed toward the degree requirements.

Course offers an in-depth exploration of selected issues affecting business. The primary focus of the course will vary from offering to offering; thus the course may be taken more than once. There is a required research project.

Note: Students are limited to a maximum of six (6) hours of special topics credit.

BUAD 6103: Research Methods

This course explores the basic methodology used within quantitative and qualitative research. Students will be introduced to the language of research, ethical principles, and methods used in the development of the in research design for primary and secondary data and how research tools can provide an understanding of the business environment.

\$35 per SSCH course fee.

BUAD 6903: Industry Analysis

Prerequisite: Completion of 21 hours of the MBA program

Co-requisite: MGMT 6903

The purpose of this course is for the student to apply knowledge of research and analysis methods to a major business industry. The student will work with the instructor to identify an appropriate industry to research and analyze culminating in a major written report. The course includes an oral defense of the project and its conclusions before graduate business faculty.

\$35 per SSCH course fee.

Chemistry Course Descriptions

CHEM 6881, 6882, 6883: Workshop

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

Criminal Justice Course Descriptions

CJ 5013: Drugs in Society

Cross-listed: SOC 5013

Prerequisite: BA or BS in Sociology or related field.

This course presents a comprehensive study of the history and prohibition of drugs use in the United States, as well as the effects of drugs on society in the form of crime, prison, and treatment. The main focus of this class is on the history of drug use, how certain drugs become illegal, and the intended and unintended consequences of drug prohibition for communities and society.

Communication Course Descriptions

COMM 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 COMM 4003.

COMM 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 COMM 4053 unless the topics differ. May be taken for duplicate credit.

COMM 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 COMM 4063.

COMM 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 COMM 4123.

COMM 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.

COMM 5223: Communication and Gender

This class asks students to think critically about and beyond the categories of "women" and "men." Students will actively contribute to discussions as we explore the intersection of gender with culture in such contexts as the workplace, sports, the media, families, and friendships.

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

COMM 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.

\$100 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.

\$200 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.

College Student Personnel Course Descriptions

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: Student Development Theory

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: College Students and Subcultures

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: CSP 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 Theories and Helping Skills

Emphasizes major counseling theories, techniques, and basic helping skills that are commonly referenced in student affairs work.

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 6173: Career Advising

Offered: At least once/academic year.

This elective CSP course will provide an overview of the foundations of career advising. Students will learn career development theories, career advising interventions and practices, career assessment and planning tools, and sources of career information and technology designed to assist individuals and groups in lifelong career and lifestyle planning.

CSP 6203: 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 6213: Diversity and Inclusion in Student Affairs

This course will address diversity issues in higher education and student affairs practice. Topics to be examined include but are not limited to diversity in recruitment and retention, programming, student organization and activities and the overall campus climate.

CSP 6283: Advising Practicum

Prerequisite: CSP 6073 or approval of the course instructor.

Students will gain a conceptual understanding of advising in post-secondary institutions by actively participating in a supervised experience. Students will log a minimum of 100 clock hours in an approved site where they will observe and participate in advising (academic, career, or advising student groups) related services.

Note: This course will be part of the required sequence of courses for those students pursuing the Graduate Certificate in Advising.

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. This course may be repeated for credit.

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.

Dyslexia Course Descriptions

DYS 5003: Dyslexia and Other Learning Disorders

This course is designed to provide dyslexia specialist candidates an introduction to the field of dyslexia and related learning disorders. This course will focus on an understanding of the science of reading including phonemic awareness, phonics, fluency, vocabulary, and reading comprehension, as well as concepts of print. A variety of approaches to reading and writing instruction, assessment practices, and issues in reading curriculum development will be addressed with particular emphasis on students with dyslexia and other struggling readers. This class has a 5-hour field work component.

DYS 5013: Foundation of Language and Literacy Development

This course is designed to provide the dyslexia therapist candidates with a deep understanding of the stages of language processing as well as the structure of language, and define and identify factors that contribute to literacy.

DYS 5023: Interpreting and Administration of Assessments for Planning Instruction

This course is designed to provide the dyslexia specialist candidates with a comprehensive view of academic assessments. The course will familiarize the student with an overview of statistical concepts, the basic theories of assessment, interpreting data for instruction, and practicum experience administering academic assessments for planning instruction.

DYS 5033: Professional Learning and Leadership

Professional Learning and Leadership is a course designed to prepare students to serve within a Dyslexia Specialist position with all the incumbent responsibilities. To be able to ethically design, facilitate, lead and evaluate differentiated professional development programs for working with students with Dyslexia based on the most up to date research and policy from the local, state and national levels.

DYS 5043: Structured Language Teaching

Structured language teaching is a course designed to prepare students to design, teach, evaluate, and adjust a variety of multisensory and multimodal approaches that effectively support students diagnosed with dyslexia (reading difficulties).

Early Childhood Education (BS) Course Descriptions

Bachelor Degree Program

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.

Economics Course Descriptions

ECON 6093: Special Topics in Economics

Course offers an in-depth exploration of selected economics issues affecting business. The primary focus of the course will vary from offering to offering; thus the course may be taken more than once. There is a required research project.

Note: Students are limited to a maximum of six (6) hours of special topics credit.

ECON 6103: Managerial Economics

The course emphasizes data driven analysis of domestic and global market demand, surviving in a competitive environment, pricing with market power, analyzing strategic interaction, and optimizing production processes.

\$35 per SSCH course fee.

Educational Foundations Course Descriptions

EDFD 6003: Educational Research

Cross-listed: MAT 6003

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

EDFD 6043: Principles and Theories of Learning

Cross-listed: MAT 6043

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

EDFD 6053: The At-Risk Child in the School Environment

Cross-listed: MAT 6053

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, Historical, and Legal Factors in Education

Cross-listed: MAT 6403

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.

EDFD 6503: Classroom Behavioral Management

Cross-listed: MAT 6503

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.

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

Prerequisite: EDFD 6003 with a C or better.

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

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

This course is a study of the principles of organizational change and how they relate to educational institutions. Students will evaluate existing school programs, and write a proposal to develop and implement a focused improvement plan that leads to an effective school change.

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.

\$50 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.

Note: A student can repeat this course, earning a maximum number of four (4) graduate hours of credit

\$100 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.

\$200 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.

Note: May be repeated for credit.

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.

\$50 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.

\$50 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.

\$100 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.

EDLD 8003: Applied Research

Prerequisites: Admission to Ed.D. program

This course of study facilitates excellence in teaching by exploring contemporary paradigms of educational research with an emphasis on informing thinking and decision-making to address problems in schooling. Skills to be emphasized include conceptualizing real-world problems in an inquiry manner so that information derived from the research literature can be applied to the problem, synthesizing the line of investigation. Seeing the historical perspective of the research and critically judging the worth or quality of the study (internal validity, sampling adequacy). Students will review the literature, develop an inquiry problem, gather and analyze data, and make recommendations to solve the problem.

EDLD 8013: Scholarly Writing

Prerequisites: Admission to Ed.D. program

This course is designed to provide an overview of the literature review as it pertains to the research process and assist students in beginning to create a knowledge base about scholarly writing. Peer and instructor support systems are used in this course to enable student groups to complete a 22-page literature review in preparation for future course requirements. Special attention will be focused about the American Psychological Association (APA) Publication Manual (6th Ed).

EDLD 8023: Quantitative Research

Prerequisites: Admission to Ed.D. program

The focus of this course is the application of quantitative research methodology in the study of educational practice. Emphasis will be placed on study design, data collection, and data analysis using quantitative research methods. The fundamentals of quantitative research will be emphasized. Statistical analyses will be conducted using the SPSS software.

EDLD 8033: Qualitative Research

Prerequisites: Admission to Ed.D. program

This course is intended to build in students' understandings of qualitative research, its theory and methods. As a doctoral-level research course, the material covered will be intended to prepare the student for successful competing of a qualitative doctoral dissertation.

EDLD 8043: Cultural Influences

Prerequisites: Admission to ED.D. program

This course facilitates excellence in leadership by exploring current knowledge and research related to communication that builds positive relationships and community in a global society. Issues discussed include, but are not limited to, socioeconomic, ethnicity, gender, age, and other issues that require courageous communication. An emphasis on the educational leader as will guide the examination of socio-cultural and diversity issues pervasive in communicating and building relationships in a global society. These issues will be examined through an exploration of philosophy, leadership, multicultural, and critical pedagogy. Existing, as well as emergent cultural and societal patterns will be contextualized in terms of leadership in Arkansas, the US, and globally.

EDLD 8053: Ethics and Values

Prerequisites: Admission to Ed.D. program

This course focuses on the ethical administrator, the ethical practice of educational leadership and the ethics of equity and social justice. Specific philosophical approaches and ethical theories will be discussed. Particular attention will focus on ethical leadership practices within a learning community and include field-based exploration.

EDLD 8063: Dissertation I-Proposal Writing

Prerequisites: Admission to the Ed.D. program. Completion of all core doctoral classes.

Students will prepare Chapter 1 - 3 for a dissertation proposal to be presented to the doctoral chair and committee members.

EDLD 8073: Synthesis Seminar

Prerequisites: Admission to Ed.D. program

Integrating, synthesizing, and evaluating major concepts encountered in previous doctoral coursework. This course involves the completion of a student proficiency assessment comprised of a portfolio, synthesis paper and oral presentation. Successful completion is required to apply for candidacy.

EDLD 8083: Dissertation II

Prerequisites: Synthesis presentation and portfolio, and admission to candidacy.

Students will prepare Chapter 1-3 for a dissertation proposal. The proposal will be defended with the doctoral committee. Successful completion is required for advancement to candidacy.

EDLD 8093: Dissertation III

Prerequisites: Synthesis presentation and portfolio, and admission to candidacy. Successful defense of dissertation proposal.

Students will prepare Chapter 1-5 for a dissertation proposal. The candidate will conduct research and complete the dissertation and refine chapters 1-3.

EDLD 8101, 8102, 8103: Dissertation IV

Prerequisites: Synthesis presentation and portfolio, and admission to candidacy. Successful defense of dissertation proposal.

Dissertation will be completed and defended. Students must maintain continuous enrollment from the time of advancement to candidacy and register for at least three credit hours each semester until successful dissertation defense, not to exceed three years of advancement to candidacy. Minimum number of dissertation credit hours is twelve.

Note: May be repeated for credit.

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 5043: Foundations of Online Curriculum Design and Evaluation

This course presents an overview of curriculum development and an introduction to the Instructional Systems Design Model. Participants will learn to design and evaluate curriculum, develop instructional materials, assess student learning and measure instructional outcomes for use in online classes for K -12. Topics include preparation of course outlines and syllabi, development of lessons plans, design of evaluation instruments and an explanation of how learning objectives and evaluation strategies affect the selection of content and materials.

EDMD 5053: Online Course Development with Multimedia

This course will introduce participants to study of the latest techniques and software to enhance the creation and design of online learning courses or programs. This class will present an overview of graphics, audio, video, Flash, and other multimedia used to develop online learning activities. This course will also introduce students to audio and video technologies, general multimedia tools and those specialized in accessing learners with disabilities. Participants will be introducing to the concepts of streaming vs. progressive download vs. download, different multimedia, streaming formats and illustrated audio.

EDMD 5063: Advanced Curriculum Design for the Online Classroom

Prerequisites: EDMD 5033 and MAT 5703 or approval or instructor

This class examines elements of effective instructional design for the online learning environment. Students will learn how to create tailored instructional models based on course objectives, target audience, subject matter content, class management and assessment methods. This course will study the design of effective, reliable assessment techniques and evaluation models for online learning. The course is comprised of three major phases of the design process (Analysis, Design, and Development) that guide students through converting or developing course material for an online course.

Participants in this course will also create a capstone project focusing on their lessons from throughout the entire Teaching Online certificate program. This course will focus on student's progress and practical application to current or prospective work opportunities. Students will work collaboratively with an advisor before submitting their final project.

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 Digital 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 Technology

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.

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.

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 2130 and 2134.

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 5993: Special Problems in Engineering I

Prerequisites: Permission of instructor

An individual or group study in an advanced area of engineering under the direction of a faculty member. May be taught in conjunction with an associated ELEG 4993 section with the same topic.

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

Note: May be repeated for credit if course content varies.

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 cycloconverters, 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 transistors, light-emitting diodes and lasers and nanoelectromechanical devices.

ELEG 6143: Digital Image Processing

Prerequisites: ELEG 3133, ELEG 4113, ELEG 3003 and COMS 2104 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 2104 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 2104 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.

Note: May be repeated for credit if course content varies.

Emergency Mgmt Homeland Securi Course Descriptions

EMHS 5003: Principles and Practice of Disaster Relief and Recovery

Prerequisites or Co-requisites: 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 cannot take EMHS 5003 for credit.

EMHS 5043: Disaster and Emergency Management Ethics

Prerequisite: consent of department head.

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 cannot take EMHS 5043 for credit.

EMHS 5053: Community Management of Hazardous Materials

Prerequisites or Co-requisites: 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 cannot take EMHS 5053 for credit.

EMHS 5093: Grants

This course will cover the federal grant funding streams used by emergency management at the local, state, and federal levels. Students will learn the strategy behind each grant funding stream, eligibility qualifications, development of grant budgets and justifications. Students will learn the basics of grant writing, budgeting, purchasing, filing for reimbursement, and requirements for audit. Each basic step will be broken down into a series of tasks assigned each week throughout the semester.

EMHS 5103: Critical Infrastructure

Examines the nation's critical infrastructure protection, risk management, and resilience from a policy perspective.

EMHS 5991, 5992: Special Problems and Topics

Prerequisites: 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 5993: Special Problems and Topics

Prerequisites: 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.

Note: May be repeated for credit.

EMHS 6003: Design and Management of Preparedness and Mitigation Systems

Prerequisite: Consent of Graduate Program Director or Department Head.

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: 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: Leadership and Management

Prerequisites: Consent of Graduate Program Director or Department Head.

This course is designed to provide the student with the basic principles and elements of leadership and management. Leadership theories and leadership development will be explored. Additionally, the impact of communication on leadership and management will be examined.

EMHS 6043: Contemporary Issues in Emergency Management

Prerequisite: 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: Advanced Legal Issues in Emergency Management and Homeland Security

Prerequisites: EMHS 6133 or consent of Graduate Program Director or Department Head.

This course involves research, analysis, and discussion of laws that affect emergency management and homeland security. Emphasis will be placed on the legal obligations of the emergency management or homeland security professional.

EMHS 6063: Principles of Emergency Management

This course provides an overview of issues related to emergency management including the history of emergency management, key policy, natural and technical hazards, comprehensive emergency management, and current issues. It examines the role of public, private, and non-governmental organizations in emergency management, future direction of the field, and discusses several practical considerations for emergency managers pertaining to preparedness, response, recovery, and mitigation.

EMHS 6073: Introduction to Terrorism

This course is designed to provide a critical introduction to the subject of terrorism. Students will explore various aspects of terrorism, including the history of terrorism and strategies of dealing with terrorism, leading to a basic understanding of a global phenomenon.

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 6093: Fundamentals of Homeland Security

This course examines fundamental concepts of homeland security. Topics to be covered include: terrorism; extremism; homeland security agencies; interrelated duties, relationships, roles, and methods used by governmental agencies; individuals responding to agency issues; historical events; and state and national laws that impact the most critical threats.

EMHS 6103: Research Design and Methods

Prerequisite: Consent of instructor

This course is designed to assist students in developing an understanding of the foundations of research including the principles that guide the research process, the elements of research design, how to read and analyze research articles, and how to write a literature review.

Note: May be repeated for credit.

EMHS 6123: Applied Data Analysis

Prerequisites: EMHS 6103 and EMHS 6933 or consent of Graduate Program Director or Department Head.

This course is designed to further students' progress in the research sequences. The student is guided by a faculty member to conduct individual original research including data collection, analysis, interpretation, and reporting of the findings.

Note: May be repeated for credit.

EMHS 6133: Ethical, Legal, and Political Considerations in Emergency Management and Homeland Security

This course examines and applies ethical, legal, political, and social issues in Emergency Management and Homeland Security.

EMHS 6143: Social Vulnerability

This course reinforces understanding on social vulnerability and vulnerable population in relation to hazards and disasters. Students will analyze social, geographical, and cultural factors that put people differently at risk before, during, and after disasters. Students will explore how vulnerability influences the ability to mitigate to, prepare for, respond to and recover from hazards and disasters. Theories and concepts pertaining to social vulnerability are studied, along with social vulnerability and resilience measurement indices. This course also focuses on the interrelated relationship between disaster and development, and examines the importance of reducing liabilities and increasing capabilities to reduce vulnerability. The course emphasizes the importance of social and cultural considerations in emergency management activities to foster disaster resilience.

EMHS 6193: Introduction to International Emergency Management

Prerequisite: 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

Prerequisite: 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.

EMHS 6243: Intelligence in Emergency Management and Homeland Security

Prerequisite: 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

Prerequisite: 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 6413: Capstone Research

Prerequisite: EMHS 6103, 6423, and 6933.

This professional seminar is designed to promote the integration of the core curriculum and practitioner experiences in the Master of Science degree program in Emergency Management and Homeland Security and to help prepare students for transition to a professional position following completion of the degree.

Note: May be repeated for credit.

EMHS 6423: Professional Practical Experience and Project Development

Prerequisites: EMHS 6063, EMHS 6093, and EMHS 6103 or consent of Graduate Program Director or Department Head.

This course provides students the opportunity to participate in an approved professional experience in support of a practicum research project in the fields of emergency management and homeland security.

Note: May be repeated for credit for a maximum of six (6) hours.

EMHS 6513: Technology for Comprehensive Emergency Management

Prerequisites: Consent of instructor

This course introduces emerging technologies with application to emergency management and homeland security.

EMHS 6543: Geographic Information Systems in Emergency Management and Homeland Security

This course emphasizes both the theoretical and practical aspects of database management, Geographic Information Systems (GIS) modeling and spatial analysis, and decision support systems in emergency management and homeland security. This course aims to integrate these advanced technologies into situational awareness fusion products.

EMHS 6563: Situational Awareness of Environmental Threats

Prerequisites: 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.

Note: May be repeated for credit.

EMHS 6933: Research I

Prerequisite: EMHS 6103 or consent of Graduate Program Director or Department Head

This course will require students to produce a literature review regarding an approved topic related to emergency management/homeland security. The literature review will be developed into a research proposal or term paper. The topic and design is developed with the approval of a supervising professor.

Note: May be repeated for credit.

EMHS 6943: Research II

Prerequisites: EMHS 6103, 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.

Note: May be repeated for credit.

English Course Descriptions

ENGL 5023: Second Language Acquisition

An introduction to the major theories of language acquisition and their application to the instruction of English language learners.

Note: May not be taken for credit after completion of ENGL 4023 or TESL 5023.

Note: ENGL 5023 may be used toward fulfilling the Arkansas ESL Endorsement.

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 5103: Literary Theory

A study of contemporary critical approaches to literature.

Note: May not be taken for credit after completion of ENGL 4103.

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.

Note: May be repeated for credit.

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 introduction to the principles and methods in teaching English as a second Language.

Note: May not be taken for credit after completion of ENGL 4703 or TESL 5703.

Note: ENGL 5703 may be used toward fulfilling the Arkansas ESL Endorsement.

ENGL 5713: ESL Assessment

An introduction to the tools and procedures for evaluating the language proficiency and development of English language learners.

Note: May not be taken for credit after completion of ENGL 4713 or TESL 5713.

Note: ENGL 5713 may be used toward fulfilling the Arkansas ESL Endorsement.

ENGL 5723: Teaching People of Other Cultures

An introduction to the complex relationship of language and culture and its impact on teaching English language learners.

Note: May not be taken for credit after completion of ENGL 4723 or TESL 5723.

Note: ENGL 5723 may be used toward fulfilling the Arkansas ESL Endorsement.

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: Modern English Grammar and Usage

Cross-listed: TESL 6013

Investigation of the structure of American English with an emphasis on practical and pedagogical applications.

Note: Cannot be taken for credit after completion of TESL 6013.

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.

Note: May be repeated for credit.

ENGL 6863: TESL Practicum

Prerequisites: 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 methods 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.

Note: May be repeated for credit.

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.

Note: May be repeated for credit.

ENGL 6991, 6992, 6993: 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.

Note: May be repeated for credit.

ENGL 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.

Finance Course Descriptions

FIN 6093: Special Topics in Finance

Course offers an in-depth exploration of selected financial issues affecting business. The primary focus of the course will vary from offering to offering; thus the course may be taken more than once. There is a required research project.

Note: Students are limited to a maximum of six (6) hours of special topics credit.

FIN 6103: Corporate Financial Management

This course emphasizes analytical tools and practical applications for responsible corporate management. Topics include: Goals of the firm, Business Ethics, Corporate Governance, Financial Statement Analysis, Forecasting, Debt and Equity Valuation, Capital Structure, Capital Budgeting, and International Managerial Finance.

\$35 per SSCH course fee.

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.

Fisheries Wildlife Science Course Descriptions

FW 5003: Principles of Wildlife Management

Offered: Spring

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

Offered: Fall of odd years

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. \$40 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. \$40 laboratory fee.

FW 5034: Advanced Geographic Information Systems

Offered: Spring

Prerequisites: An introductory 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. \$40 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.

\$40 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. \$40 laboratory fee.

FW 5103: Human Dimensions of Fisheries and Wildlife Management

Offered: Fall

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

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 for credit 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.

Note: May be repeated for credit.

FW 6002: Research Methods I

Offered: Spring

Prerequisites: A course in statistics.

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

FW 6012: Research Methods II

Offered: Fall

Prerequisites: A course in statistics.

Methods for data analysis and thesis preparation.

FW 6013: Population Dynamics

Offered: Spring

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

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.

Note: May be repeated for credit.

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

Research on a topic culminating in a written thesis.

Note: May be repeated for credit.

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.

Geology Course Descriptions

GEOL 6881, 6882, 6883, 6884: Workshop

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

General Science Course Descriptions

GSCI 6003: Higher Order Thinking In Science

A course designed to assist teachers expand their scientific knowledge, of life, earth, and physical systems; create successful learning environments for students by teaching to use manipulatives, calculators, laboratory equipment, and various learning strategies; and to provide access to appropriate materials and equipment. This laboratory-based course stresses the learning of science as active, integrated, constructive processes involving experimentation, investigation, communication, reasoning, and problem solving. Lecture 2 hours, laboratory 2 hours.

Gifted Education Course Descriptions

GTED 5003: Understanding the Gifted in Home, School and Community

Prerequisite: Consent of instructor.

A survey in gifted education providing basic knowledge and concepts of interest to parents, prospective teachers and the community at large.

Note: May not be taken for credit after completion of GTED 4003.

GTED 6833: Current Issues and Trends in Gifted Education

Prerequisite: Consent of instructor.

Critically examines timely and controversial issues in the field of gifted education to assist educators in developing more defensible programs for gifted/talented children. Systematic analysis of the trends and issues should result in an understanding of Gifted/ Creative Education as it is presently viewed by scholars and practiced in the field. One should also gain new insights as to the direction in which we are moving as a "discipline" and as a school function.

GTED 6843: Curriculum Development for Instruction of the Gifted/Talented

Provides a background for the development of curriculum material designed to serve the educational needs of gifted/talented, particularly in regard to critical thinking, problem solving, and creativity.

GTED 6853: Methods and Materials in Gifted Education

This course is designed to provide instruction in methods and techniques of appropriate teaching for gifted/talented students. Also included are guidelines for materials selection and curriculum modification.

GTED 6863: Practicum in Gifted Education

Prerequisite: Consent of instructor.

Clinical experiences in teaching the gifted/talented. Designed to assist teachers in providing individualized instruction necessary for developing the potential of the gifted/ talented.

\$12.50 course fee.

GTED 6873: Developing Creative Talent

Prerequisite: Consent of instructor.

Includes a review of research on creativity and provides instruction in the use of methods and techniques appropriate for the development of creative talent at elementary and secondary levels. Also included are guidelines for materials selection and curriculum modification.

GTED 6903: Guidance and Counseling of the Gifted/Talented

Defines the distinctive emotional needs of the gifted and presents strategies that counselors, teachers, and parents can use to help the gifted meet those needs at school and at home.

GTED 6993: Action Research

Prerequisite: EDFD 6003 Educational Research.

Directed action study selected by the student in consultation with supervising faculty in the School of Education.

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.

Note: May be repeated for credit.

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.

Note: May be repeated for credit.

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 2153 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 5223: American Philosophy

Cross-listed: PHIL 5093

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.

HIST 5403: Interpretation/Education through Museum Methods

Cross-listed: ANTH 5403, MUSM 5403

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.

Note: May not be taken for credit after completion of HIST 4403, ANTH 4403, or MUSM 4403.

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.

Humanities Course Descriptions

HUM 5433: Seminar in Humanities

Prerequisite: Permission of the instructor or Department Head

A directed seminar in the Humanities. The specific content will depend on research under way, community or student need, and the unique educational opportunity available.

Note: May be repeated for credit if course content changes.

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 nine (9) 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:

Prerequisite: Permission of the coordinator.

Study of emerging trends in information technology. Analyzing and reporting on these trends.

Note: May be repeated for a maximum of twelve (12) hours if topic varies.

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.

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 communication 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 enhanced 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.

Note: May be repeated for credit.

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.

Note: May be repeated for credit.

JOUR 6991: Project or Thesis Research Continuation

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

Note: May be repeated for credit.

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.

Note: May be repeated for credit.

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).

Library Media Course Descriptions

LBMD 6003: Collection Development and Management

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 Young Adults

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.

LBMD 6503: School Librarian: Leadership and Collaboration

This course focuses on the role of the school librarian as an educational leader and instructional partner. Students will explore professional dispositions, promotional efforts, collaborative partnerships, and advocacy aspects of the school librarian's critical leadership role in the learning community.

Master Arts Early Childhood Course Descriptions

MAEC 6033: Principles of Child Development and Classroom Management

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: Instruction and Assessment for Diverse Learners

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

MAEC 6213: Early Childhood Curriculum for Young Children

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: Diagnostic Literacy Instruction and Interventions

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 minimum 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 thoughtful process, considerate of a complexity of standards, policies, procedures, agreements, and partnerships with the public schools, rules, regulations, and budgetary constraints as well as the special needs, hardships in housing and transportation, and employment futures of teacher candidates.

Master Arts Middle School Course Descriptions

MAMS 5303: Middle School Philosophy and Organization

This course is a study of developmentally appropriate curriculum, instruction and pedagogy for teaching the middle level student that includes an understanding of the historical perspective of middle schools and their program. The course also addresses the unique developmental needs of the young adolescent.

MAMS 5333: Teaching Literacy in the Content Areas

This course is designed to examine the connections between literacy and learning across the curriculum, issues related to content literacy within the context of standards-based instruction, needs of struggling readers and writers, and development of culturally responsive instruction and assessments. Course includes creating literate environments, using research-based instructional practices, strategies, and technology to extend and enrich content knowledge.

MAMS 6063: Educational Assessment

This course is designed to provide the knowledge base for construction, selection, administration, and interpretation of formal, informal, and alternative forms of student assessment.

MAMS 6303: Models of Teaching

This course overviews a variety of research-based models of teaching and provides teachers with the knowledge and skills to apply these models in their classrooms. The course also requires that students apply the theories and principles to instructional planning, teaching, managing, and assessing students in the public school classroom. The course consists of classroom instruction.

MAMS 6806: Internship

The internship will provide a direct, substantial, and full-day, experience for a minimum of 12 weeks with a respective middle level or secondary emphasis (dependent upon program preparation). 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 thoughtful process, considerate of a complexity of standards, policies, procedures, agreements, and partnerships with the public schools, rules, regulations, and budgetary constraints as well as the special needs, hardships in housing and transportation, and employment futures of teacher candidates.

Master Arts Teaching Course Descriptions

MAT 5703: Technology for Teaching and 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

Cross-listed: EDFD 6003

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

MAT 6043: Principles and Theories of Learning

Cross-listed: EDFD 6043

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

MAT 6053: The At-Risk Child in the School Environment

Cross-listed: EDFD 6053

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, Historical, and Legal Factors in Education

Cross-listed: EDFD 6403

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 Management

Cross-listed: EDFD 6503

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.

Mathematics Course Descriptions

(A grade of "C" or better must be earned in the course used to satisfy the general education mathematics requirement.)

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.

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 potential 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 systems. Fossil and renewable energy 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. Multi degree-of-freedom systems and matrix methods are explored. Computational techniques for predicting system response of continuous systems are introduced.

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 energy 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 interactions, neutron energy spectra and energy dependent cross sections, neutron transport and diffusion theory, multi-group approximations, criticality calculations, and reactor analysis and design methods.

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: Special Topics in Engineering

Prerequisite: Permission of instructor.

Special topics in engineering relating to current engineering topics not covered in other courses.

Note: May be repeated for credit if course content varies.

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.

Note: May be repeated for credit if course content varies.

Management Course Descriptions

MGMT 5203: Project Management

Prerequisites: Graduate standing, BUAD 2053 or higher-level math course, BUAD 2003 or COMS 2003 or higher level microcomputer applications course, or permission of the instructor.

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 6093: Special Topics in Management

Course offers an in-depth exploration of selected management issues affecting business. The primary focus of the course will vary from offering to offering; thus the course may be taken more than once. There is a required research project.

Note: Students are limited to a maximum of six (6) hours of special topics credit.

MGMT 6103: Organizational Management and Leadership

This course is a study of the human behaviors and leadership issues which affect the day-to-day operations of the modern organization, organizational decision making and teamwork.

\$35 per SSCH course fee.

MGMT 6203: Decision Modeling in Supply Chain Management

All firms have to deal with supply chain challenges such as configuration and operations of supply chain, inventory positions across the supply chain, allocation of resources to minimize cost and maximize revenue. These challenges represent the complexity of processes within a supply chain, which complicates the decision making for the decision makers. This course focuses on utilizing data driven decision making in complex supply chain processes. Students will use various analytical tools such as linear programming models, shortest-path models, nonlinear programming models, decision trees, forecasting models, and Monte Carlo simulation to solve supply chain challenges faced by firms in various industries.

\$35 per SSCH course fee.

MGMT 6903: Corporate Strategic Management

As the capstone course in the MBA, 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 are required cases as well as a dynamic simulation and a final recorded professional presentation.

\$35 per SSCH course fee.

Marketing Course Descriptions

MKT 6093: Special Topics in Marketing

Course offers an in-depth exploration of selected marketing issues affecting business. The primary focus of the course will vary from offering to offering; thus the course may be taken more than once. There is a required research project.

Note: Students are limited to a maximum of six (6) hours of special topics credit.

MKT 6103: Digital Marketing Strategy

This course will cover the history and best practices associated with digital marketing. Additionally, it will address the types of organizations and setting that (can) benefit from digital commerce technologies and strategies in a cost-effective way. Finally, the course addresses how digital marketing and other advertising strategies must be part of a comprehensive marketing campaign.

\$35 per SSCH course fee.

MKT 6113: Strategic Social Media Marketing

This course examines the force of social media marketing and its place in the marketing process. The advantages and use of particular platforms will be explored, and the use of social media analytics to craft strategy will be examined.

\$35 per SSCH course fee.

MKT 6153: Consumer Insights

Business opportunities and decisions depend on an understanding of customers' values, needs, aspirations and behaviors. Even more important for a specific company is gaining unique insights into their customers so that they can develop products, services and brands that are differentiated from competition.

\$35 per SSCH course fee.

MKT 6323: Applied Predictive Analytics

Cross-listed: BDA 6323

Prerequisites: MGMT 6203 and BDA 6203

This course will explore multivariate techniques to analyzing data (e.g. multivariate regression, discriminant analysis, logistic regression, market-basket analysis, forecasting and other analytic techniques). The focus of the course will be providing input for organizational strategic decision-making. As an applied analytics course, emphasis will be on application of predictive analytic techniques explored through conceptual, computational, procedural and computer applications.

\$35 per SSCH course 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 diverse middle level classroom.

Teaching, Learning and 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 Advocacy & 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: Internship 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.

Note: A student can repeat this course, earning a maximum number of four (4) graduate hours of credit

\$50 per credit hour internship practicum fee.

MTLL 6552: Internship 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.

Note: A student can repeat this course, earning a maximum number of four (4) graduate hours of credit

\$100 per credit hour internship practicum fee.

MTLL 6553: Internship 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.

\$150 per credit hour internship practicum fee.

MTLL 6554: Internship 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.

\$200 per credit hour internship practicum fee.

Music Course Descriptions

MUS 5803: History of American Music

No previous music study required. An in-depth study of American music and its relationship to American history and culture from the 19th century to the present. 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.

Museum Course Descriptions

MUSM 5403: Interpretation/Education through Museum Methods

Cross-listed: ANTH 5403, HIST 5403

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.

Note: May not be taken for credit after completion of MUSM 4403, ANTH 4403, or HIST 4403.

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.

\$15 course fee.

NUR 6113: Foundations of Nursing Education

This graduate level course introduces the students to fundamental principles of teaching and learning among a diverse population in academia and clinical environments. Students will develop innovative teaching strategies along with traditional and online methods.

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.

\$15 course fee.

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.

\$15 course fee.

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

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 contemporary 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.

\$15 course fee.

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.

\$15 course fee.

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.

\$15 course fee.

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.

\$15 course fee.

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.

\$15 course fee.

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.

\$30 course fee.

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.

\$15 course fee.

NUR 6991, 6992, 6993, 6994, 6995: 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.

Note: May be repeated for credit.

\$5 course fee per credit hour.

NUR 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.

Note: May be repeated for credit.

\$30 course fee.

Physical Education Course Descriptions

Academic

PE 5013: Structural and Mechanical Kinesiology Concepts

Prerequisite: Undergraduate degree from an accredited university

An investigation of the structural and mechanical bases of human movement, sport, and exercise programming. Completion of this "leveling" course with a grade of "B" or higher is a prerequisite for admission into the SCS degree program for those students who have not already completed an undergraduate course in Kinesiology/Biomechanics with a grade of "B" or higher.

Note: This course does not count towards the Strength and Conditioning Studies degree requirements.

PE 5023: Applied Physiology Concepts

Prerequisite: Undergraduate degree from an accredited university

An investigation into the acute responses and chronic adaptations made by the human body in adjusting to various types of physical activity. Completion of this "leveling" course with a grade of "B" or higher is a prerequisite for admission into the SCS degree program for those students who have not already completed an undergraduate course in Exercise Physiology with a grade of "B" or higher.

Note: This course does not count towards the Strength and Conditioning Studies degree requirements.

PE 6033: Exercise Physiology

Prerequisites: PE 4033 or equivalent with the grade of B or better, 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: Motor Learning and Control

Prerequisites: PE 3663 or equivalent with grade of B or better and PE 2653, or approval by department head.

Provides an understanding of psychological principles involved in motor performance.

PE 6053: Biomechanics

Prerequisites: PE 2653, PE 3663 or equivalent with a B or better, 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 6063: Current Issues in Coaching and Athletics

This course will afford the student the opportunity to analyze historical and contemporary coaching and athletics Issues and to develop cogent written and oral arguments regarding them.

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 Methods and Statistics

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.

Note: May be repeated for credit.

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.

Note: May be repeated for credit.

PE 6993: Thesis Research

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

Note: May be repeated for credit.

Philosophy Course Descriptions

PHIL 5093: American Philosophy

Cross-listed: HIST 5223

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 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.

Physics Course Descriptions

PHYS 6881, 6882, 6883, 6884: Workshop

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

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.

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

Cross-listed: SOC 5043

Prerequisite: BA or BS in Sociology or related field.

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 perceptual processes. While the main senses will be covered, emphasis will be placed on visual functioning. The role of perception in organismic adaptation will be explored.

PSY 5073: Cognitive Psychology

Prerequisite: Graduate standing in psychology or instructor and 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

Cross-listed: SOC 6013

Prerequisites: PSY/SOC 2053 or equivalent and graduate standing in sociology or 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.

Note: May be repeated for credit.

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.

Note: May be repeated for credit.

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.

Note: May be repeated for credit.

PSY 6991: Project or Thesis Research Continuation

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

Note: May be repeated for credit.

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.

Note: May be repeated for credit.

Reading - Elementary Education Course Descriptions

RDNG 5023: Literacy Curriculum Design Analysis

Prerequisites: DYS 5003, DYS 5013, DYS 5023 or by permission.

Analysis of the different perspectives and dichotomies in reading curriculum analysis, evaluation, and implementation. This course will prepare reading specialists to plan, organize, assess, and supervise/coach reading programs in school systems. Candidates will use current research to evaluate issues and trends in curriculum planning, program assessment, and staff development.

RDNG 5043: Literacy, Language, and Culture

Prerequisites: DYS 5003, DYS 5013, DYS 5023, or special permission of the program director.

This course focuses on the relationship between literacy, language, and culture in multilingual and multicultural settings. This course provides opportunities for students to investigate important theoretical perspectives informing research in literacy, language, and culture. Students examine the relationship between language use, instructional activities, and the development of literacy, language, and culture in multilingual and multicultural settings. In this course you will have the opportunity to examine and develop your personal philosophy of literacy, language, and culture in linguistically and culturally diverse settings. You will also be encouraged to examine carefully your beliefs and attitudes about your own language and about the language of others who live around you. Being aware of your beliefs and attitudes will help you become more tolerant of the variation in language use from one individual to the next and from one group to the next. It will also help you better understand the change that language constantly undergoes in personal and social use.

RDNG 5053: Literacy, Technology, and the Reading Environment

Prerequisites: DYS 5003, DYS 5013, DYS 5023, or special permission of the program director.

This course focuses on literacy, technology, and the reading environment. Understanding the components of technology and its relationship to best practices when teaching and integrating reading instruction is imperative for the master's of reading candidate. This course will use the science of reading as a foundation including: phonics, phonemic awareness, comprehension, writing, fluency, vocabulary, and alphabetic principle. Analysis of new skills gained in this course will be applied to better support teacher and student growth.

RDNG 6083: Reading Practicum

Prerequisites: Completion of required courses in the program

In this practicum candidates will apply their knowledge of language and literacy theories, research and best practices to an ongoing assessment-instruction process. Candidates work intensively with an individual or a small group of primary, intermediate, or secondary struggling readers at a public, charter, or parochial school daily for 12 weeks. This course is designed to provide both a theoretical base for the causes, diagnosis, and treatment of reading difficulties as well as a practical hands-on opportunity for graduate students to administer a battery of tests to the individual(s), interpret the results, and build a case report that makes corrective recommendations based on the results.

RDNG 6403: Literature for Children and Young Adults

Prerequisites: DYS 5003, DYS 5013, DYS 5023 or permission of the program director.

This course is a comprehensive survey of literature for children and young adults. Critical analysis and review of the writings of authors and illustrators and the effective use of their materials based upon the biological, socio-cultural, psychological, and developmental characteristics of children and young adults; guidance in their use, emphasizing attitudes, interests, problems, and opportunities of children and young adults in contemporary society. The course addresses language and cultural impact on literature, print and non-print censorship issues; impact of mass media on children and young adults in our society; and analysis of attitudes, issues, and values reflected in these forms of media and their use in educational settings.

Strength Conditioning Studies Course Descriptions

SCS 6013: Measurement and Evaluation in Strength and Conditioning

Prerequisites: Prerequisites: B or better in the following courses: PE 6033, PE 6053, and PE 4523.

An advanced investigation of measurement and assessment theory along with the study of various test and measurement protocols used in strength and conditioning, exercise, and sport. Testing in the cognitive, psychomotor, health-fitness, and affective domains will be reviewed. Criteria for selection of tests including validity, reliability, objectivity, and utility. Basic statistical methods as applied to strength and conditioning with particular emphasis on interpretation and evaluation of results will be emphasized.

SCS 6023: Scientific Foundations of Strength and Conditioning

Prerequisites: Prerequisites: B or better in the following courses: PE 6033 and PE 6053.

An intensive advanced course integrating the principles of Exercise Physiology, Biomechanics, and Exercise Psychology as they relate to strength and conditioning programs.

SCS 6033: Strength and Conditioning Program Design and Development

Prerequisites: B or better in the following courses: PE 3663, PE 4033, and WS 4023.

An advanced course that integrates scientific principles and practical applications related to designing a safe and effective strength and conditioning training program. Tenets from Exercise Physiology, Biomechanics, and Exercise Psychology will be reviewed as design principles are covered.

SCS 6043: Techniques for Development of Hypertrophy, Strength, and Power

Prerequisite: A grade of B or better in PE 6033 or PE 6053.

An intensive course designed to assist trainers and coaches in developing the ability to teach proper resistance training techniques. Scientific research dealing with the development of hypertrophy, strength, and power will be explored.

Note: This is a 5 week summer course with 3 weeks spent on-campus.

SCS 6053: Techniques for Development of Speed, Agility, Reaction Time and Endurance

Prerequisite: A grade of B or better in PE 6033 or PE 6053.

An intensive course designed to assist trainers and coaches in teaching various techniques designed to enhance flexibility, speed, agility, reaction time, and glycolytic and aerobic endurance.

Note: This is a 5 week summer course with 3 weeks spent on-campus.

SCS 6063: Trends in Sports Nutrition and Metabolism

An advanced study of nutrition as a means to enhance performance in exercise and sport.

Note: This is a 5 week summer course with 3 weeks spent on-campus.

SCS 6083: Instructional Strategies for Strength Coaches

This course focuses on effective sport pedagogy. Students will gain experience in a range of pedagogical skills including designing learning experiences, task presentation, content analysis, strategies for developing the learning environment, assessment of athlete/client performance, and systematic observation techniques for analyzing and improving teaching.

SCS 6093: Exercise Science Seminar

This course is designed to enhance the student's ability to critically analyze and evaluate contemporary strength and conditioning literature.

SCS 6103: Professional Project

Prerequisite: Requires the prior completion of 27 hours towards the SCS degree. The professional project should be developed and must be approved by the Graduate Program Director prior to enrolling in this course.

The Professional Project is the capstone course for the Master of Strength and Conditioning Studies degree, serving as the integrative culmination of the program. The student is responsible for producing a substantial piece of independent research, a significant professional creative project, or a meaningful internship.

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.

Sociology Course Descriptions

SOC 5003: Minority Relations

Prerequisite: BA or BS in Sociology or related field.

A study of minority groups with emphasis upon discrimination, socio-historical characteristics, and processes of social change. Minorities considered include racial, ethnic, and gender.

SOC 5013: Drugs in Society

Cross-listed: CJ 5013

Prerequisite: BA or BS in Sociology or related field.

This course presents a comprehensive study of the history and prohibition of drugs use in the United States, as well as the effects of drugs on society in the form of crime, prison, and treatment. The main focus of this class is on the history of drug use, how certain drugs become illegal, and the intended and unintended consequences of drug prohibition for communities and society.

SOC 5043: Social Psychology

Cross-listed: PSY 5043

Prerequisite: BA or BS in Sociology or related field.

A study of the factors that influence the attitudes, behaviors, and cognition of the individual with a special emphasis on interactions among people.

SOC 5053: Sociology of Health and Illness

Prerequisite: BA or BS in Sociology or related field.

An in-depth look at the sociology of health and illness including an examination of the social structures related to the medical system, the social psychology of health and illness, a comparative analysis of sick role behavior, as well as the study of social causes and consequences of health and illness.

SOC 5063: Social Stratification

Prerequisite: BA or BS in Sociology or related field.

A study of social class and consequences for society and individuals.

SOC 5183: Social Gerontology

Prerequisite: BA or BS in Sociology or a related field

An introduction to the sociology of aging: content provides general and specific knowledge regarding the aging process. Implications for economic, political, and family institutions are emphasized.

SOC 6013: Advanced Statistics

Cross-listed: PSY 6013

Prerequisite: PSY/SOC 2053 or equivalent and graduate standing in sociology or 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.

SOC 6023: Advanced Sociological Theory

Offered: Fall

Prerequisite: BA or BS in Sociology or related field

This course provides an in-depth survey of the classical social theorists and theoretical traditions in the 19th and 20th centuries. Attention will be directed to major thinkers and schools of thought which are responsible for the emergence of social theory (and the field of sociology). Contemporary theorists who have had a major impact on the discipline will also be examined.

SOC 6033: Advanced Methodology

Prerequisite: BA or BS in Sociology or related field.

An introduction to research methodology, with emphasis upon conceptualization, design, and processes.

SOC 6043: Evaluation and Assessment

Prerequisite: BA or BS in Sociology or related field.

An Introduction to the logic and methods of modern social program evaluation and assessment. Emphasizing the benefits of applied sociological methods, the course reviews nonprofit program measurement with a focus on costs and effects.

SOC 6053: Advanced Topics in Criminal Justice

Prerequisite: BA or BS in Sociology or related field.

This course offers specialized instruction in an area of criminal justice not otherwise covered in the curriculum.

Note: The focus of the course will vary from offering to offering, thus students may take the course more than once.

SOC 6063: Advanced Topics in Gerontology

Prerequisite: BA or BS in Sociology or related field.

This course offers specialized instruction in an area of gerontology no otherwise covered in the curriculum.

Note: The focus of this course will vary from offering to offering, thus students may take the course more than once.

SOC 6891, 6892, 6894: Independent Study

Prerequisite: Graduate student status with successful completion of all 12 hours of required coursework in the program.

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.

Note: The focus of the course will vary from offering to offering, thus students may take the course more than once.

SOC 6893: Independent Study

Prerequisite: Graduate student status with successful completion of all 12 hours of required coursework in the program.

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.

Note: The focus of the course will vary from offering to offering, thus students may take the course more than once.

SOC 6991, 6992, 6993: Thesis Research

Prerequisite: Graduate student status with successful completion of all 12 hours of required coursework in the program.

This course is designed to allow the student specific time to research, write, and complete the thesis.

Note: The focus of the course will vary from offering to offering, thus students may take the course more than once.

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.

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 of Children with Exceptional Learning Needs

A study of assessment as it pertains to individuals with exceptional learning needs. An overview of the legal and ethical issues involved in assessment. The course provides an examination of the uses of formal and informal assessment to identify the supports and adaptations needed by individuals with exceptional learning needs in order to participate in the general curriculum.

SPED 5023: Planning Instruction for Children with Exceptional Learning Needs, Grades K-6

This course is a hands-on course in planning for the instruction of children, particularly children in grades K-6, 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 5033: Working with Families of Children with Exceptional Learning Needs

This course is a brief examination of the impact of children and adolescents with special needs on the roles within the family. Study will also briefly examine the 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, 7th - 12th Grades

Offered: Once per calendar year

This course is a hands-on course in planning for the instruction of children with exceptionalities in the Middle and Secondary schools. 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 K - 12

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 working with children with exceptional learning needs in an Elementary, Middle Level, and Secondary setting. This course will provide a practical-hands-on application of teaching methods and ideas.

SPED 5073: Planning Instruction in an Early Childhood Setting

This course is a hands-on course in planning developmentally appropriate instruction for all children with an emphasis on exceptionalities birth to K. 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 need collaboration, planning, and implementation.

SPED 5083: Supervised Practicum B - K

Prerequisites: SPED 5003, SPED 5013, SPED 5073, and SPED 5033

This class is a supervised participation in an appropriate school, or institution working with children with exceptional learning needs in an early childhood special education setting. This course will provide a practical-hands-on application of teaching methods and ideas for children in the birth to kindergarten age range.

Teach English Second Language Course Descriptions

TESL 5023: Second Language Acquisition

An introduction to the major theories of language acquisition and their application to the instruction of English language learners.

Note: May not be taken for credit after completion of ENGL 4023 or ENGL 5023.

Note: TESL 5023 may be used toward fulfilling the Arkansas ESL Endorsement.

TESL 5703: Teaching English as a Second Language

An introduction to the principles and methods in teaching English as a second Language.

Note: May not be taken for credit after completion of ENGL 4703 or ENGL 5703.

Note: TESL 5703 may be used toward fulfilling the Arkansas ESL Endorsement.

TESL 5713: ESL Assessment

An introduction to the tools and procedures for evaluating the language proficiency and development of English language learners.

Note: May not be taken for credit after completion of ENGL 4713 or ENGL 5713.

Note: TESL 5713 may be used toward fulfilling the Arkansas ESL Endorsement..

TESL 5723: Teaching People of Other Cultures

An introduction to the complex relationship of language and culture and its impact on teaching English language learners.

Note: May not be taken for credit after completion of ENGL 4723 or ENGL 5723.

Note: TESL 5723 may be used toward fulfilling the Arkansas ESL Endorsement.

TESL 6003: Linguistics for ESL Teachers

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

Cross-listed: TESL 6013

Investigation of the structure of American English with an emphasis on practical and pedagogical applications.

Note: Cannot be taken for credit after completion of ENGL 6013.

TESL 6023: Language and Society

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 6063: Instructional Strategies in Content Areas

An introduction to teaching techniques that address the academic needs of English language learners in the content areas.

TESL 6083: Seminar in Teaching English to Speakers of Other Languages

Course content will vary.

Note: May be repeated for credit if course content varies.

TESL 6123: Teaching Writing to English Language Learners

A study of the theories, methods, and strategies for teaching writing skills to English language learners.

TESL 6133: Teaching Listening and Speaking to English Language Learners

A study of the theories, methods, and strategies for teaching listening and oral skills to English Language Learners.

TESL 6143: Teaching Reading to English Language Learners

Study of the theories, methods, and strategies for teaching reading skills to English language learners.

TESL 6863: TESOL Practicum

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

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.

Note: May be repeated for credit.

TESL 6991: Project or Thesis Research Continuation

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

Note: May be repeated for credit.

Theatre Course Descriptions

TH 5283: Children's Theatre: Techniques and Practicum

Offered: Summer

Prerequisite: Consent of instructor.

The philosophy of teaching acting to children, in theory and practice. The course is designed for drama majors, teachers, and others interested in child development. The semester equivalent of two hours of class lecture is combined with the semester equivalent of two hours of supervised laboratory experience in a children's theatre setting.

Note: May not be taken for credit after completion of COMM 4283 or equivalent.

TH 5313: Theatre History I: Antiquity to Romanticism

A historical survey of the development of drama and theatre from classical Greece to the age of romanticism.

Note: May not be taken for credit after completion of TH 4313 or equivalent.

TH 5323: Theatre History II: Late 18th Century to the Present

The development of theatre from the late 1700s through the twenty-first century, including melodrama, realism, experimental theatre, feminism, political theatre, multiculturalism, and collective creation.

Note: May not be taken for credit after completion of TH 4323 or equivalent.

TH 5983: Theatre Seminar

Prerequisite: Twelve (12) hours in theatre or consent of instructor.

A directed seminar dealing with a selected topic in theatre studies.

Note: May be repeated for credit for different topics.

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.