

ARKANSAS TECH UNIVERSITY

2003-2004 GRADUATE CATALOG

RUSSELLVILLE, ARKANSAS

WWW.ATU.EDU

Accreditation

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

Program Accreditations

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

The School of Education at Arkansas Tech University is accredited by the National Council for Accreditation of Teacher Education.
2010 Massachusetts Avenue NW, Suite 500
Washington, DC 20036
(202) 466-7496

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

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

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

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

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

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

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

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

National Institutional Memberships

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

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

Enrolling In College

For More Information

General Information . . . . .	.968-0389
Academic Advising Center . . . . .	.964-0843
Academic Affairs Office . . . . .	.968-0319
Admission Office . . . . .	.968-0343
Alumni Office . . . . .	.968-0242
Director of Athletics . . . . .	.968-0345
Business Office . . . . .	.968-0300
Community Education Office . . . . .	.968-0318
Counseling Office . . . . .	.968-0329
Disabilities Coordinator . . . . .	.968-0698
	TDD 964-0536
Financial Aid . . . . .	.968-0399
	TDD 968-0224
Graduate Studies . . . . .	.968-0398
Health and Wellness Center . . . . .	.968-0329
President's Office . . . . .	.968-0237
Professional Development Institute . . . . .	.968-0397
Public Safety . . . . .	.968-0222
Registrar's Office . . . . .	.968-0272
	TDD 964-0860
Student Accounts . . . . .	.968-0271
Student Services . . . . .	.968-0239
Learning Assistance and Testing Center . . . . .	.968-0302
Student Housing . . . . .	.968-0376
Tucker Coliseum . . . . .	.968-0337

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

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

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

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



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ACADEMIC CALENDAR 2003 - 2005

Summer Session 2003

First Term

Registration for first term	June 2
Classes begin	June 3
Last day to register and add courses/change sections	June 4
Last day to officially withdraw/drop courses with 80 percent reduction of fees	June 9
Preregistration for freshmen for fall semester	May through August
Last day to drop courses with a "W" or change from credit to audit	June 27
First term ends	July 3
Holiday	July 4

Second Term

Registration for second term	July 7
Classes begin	July 8
Last day to register and add courses/change sections	July 9
Last day to officially withdraw/drop courses with 80 percent reduction of fees	July 14
Last day to drop courses with a "W" or change from credit to audit	August 1
Second term ends	August 8
Orientation and assessment activities	August 2 - 19

Fall Semester 2003

Registration and new student orientation	August 18 -19
Classes begin	August 20
Last day to officially withdraw/drop courses with full reduction of fees	August 21
Last day to register and add courses/change sections	August 26
Labor Day holiday	September 1
Last day to officially withdraw/drop courses with 80 percent reduction of fees	September 24
Deadline for degree audit (transcript evaluation), December 2004 graduates	October 3
Mid-term	October 9
Assessment activities	November 1 - 8
Preregistration for spring semester	November
Last day to drop courses with a "W" or change from credit to audit	November 19
Thanksgiving holidays	5:00 p.m., November 25 to 7:00 a.m., December 1
Last day of classes	December 4
Reading Day	December 5
Final examinations	6:00 a.m., December 8 to 3:00 p.m., December 12
Graduation	December 13

Spring Semester 2004

Registration	January 8 - 9
Classes begin	January 12
Last day to officially withdraw/drop courses with full reduction of fees	January 13
Last day to register and add courses/change sections	January 16
Martin Luther King Day holiday	January 19
Last day to officially withdraw/drop courses with 80 percent reduction of fees	February 16
Mid-term	March 2
Deadline for degree audit (transcript evaluation), May 2005 graduates	March 5
Spring holidays	7:00 a.m., March 15 to 7:00 a.m., March 22
Deadline for degree audit (transcript evaluation), summer 2005 graduates	April 2
Assessment activities	April 3 - 10
Preregistration for fall semester	April

Last day to drop courses with "W" or change from credit to audit	April 16
Last day of classes	April 29
Reading Day	April 30
Final examinations	6:00 a.m., May 3 to 3:00 p.m., May 7
Graduation	May 8
Registration for first term	June 1
Classes begin	June 2
Last day to register and add courses/change sections	June 3
Last day to officially withdraw/drop courses with 80 percent reduction of fees	June 8
Preregistration for freshmen for fall semester	May through August
Last day to drop courses with a "W" or change from credit to audit	June 28
First term ends	July 2
Holiday	July 5
Registration for second term	July 6
Classes begin	July 7
Last day to register and add courses/change sections	July 8
Last day to officially withdraw/drop courses with 80 percent reduction of fees	July 13
Last day to drop courses with a "W" or change from credit to audit	August 2
Second term ends	August 6
Orientation and assessment activities	August 7 - 17
Registration and new student orientation	August 16 - 17
Classes begin	August 18
Last day to officially withdraw/drop courses with full reduction of fees	August 19
Last day to register and add courses/change sections	August 24
Labor Day holiday	September 6
Last day to officially withdraw/drop courses with 80 percent reduction of fees	September 22
Mid-term	October 7
Deadline for degree audit (transcript evaluation), December 2005 graduates	October 8
Assessment activities	November 6 - 13
Preregistration for spring semester	November
Last day to drop courses with a "W" or change from credit to audit	November 17
Thanksgiving holidays	5:00 p.m., November 23 to 7:00 a.m., November 29
Last day of classes	December 2
Reading Day	December 3
Final examinations	6:00 a.m., December 6 to 3:00 p.m., December 10
Graduation	December 11
Registration	January 6 - 7
Classes begin	January 10
Last day to officially withdraw/drop courses with full reduction of fees	January 11
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 fees	February 14
Mid-term	March 1
Deadline for degree audit (transcript evaluation), May 2006 graduates	March 4
Spring holidays	7:00 a.m., March 14 to 7:00 a.m., March 21
Deadline for degree audit (transcript evaluation), summer 2006 graduates	April 1

Summer Session 2004

(tentative)

First Term

Second Term

Fall Semester 2004

(tentative)

Spring Semester 2005

(tentative)

**Summer Session 2005
(tentative)
First Term**

Assessment activities	April 2 - 9
Preregistration for fall semester	April
Last day to drop courses with a "W" or change from credit to audit	April 15
Last day of classes	April 28
Reading Day	April 29
Final examinations	6:00 a.m., May 2 to 3:00 p.m., May 6
Graduation	May 7

Second Term

Registration for first term	May 31
Classes begin	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 fees	June 7
Preregistration for freshmen for fall semester	May through August
Last day to drop courses with a "W" or change from credit to audit	June 27
First term ends	July 1
Holiday	July 4
Registration for second term	July 5
Classes begin	July 6
Last day to register and add courses/change sections	July 7
Last day to officially withdraw/drop courses with 80 percent reduction of fees	July 12
Last day to drop courses with a "W" or change from credit to audit	August 1
Second term ends	August 5
Orientation and assessment activities	August 6 - 16

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



ADMINISTRATION

Board of Trustees

Jim Harwood Fort Smith
 Sean McDougal Greenwood
 Terry Rothwell Springdale
 Harriet Thone Russellville
 Dean Wilburn Harrison

Administrative Officers

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

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

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

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

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

Administrative Staff

Brad Bunch Academic Advisor
 Tosha Bradley Coordinator of Information Services
 Maria Chandler Director of International and Multicultural Student Services
 Pat Chronister Director of Academic Services
 Murray Clark Director of Arkansas Center for Energy, Natural Resources
 and Environmental Studies
 Linda Clarke Director of Academic Advising Center
 Fred W. Clayton Director of Administrative Services
 Carolyn C. Crawford Director of Learning Assistance and Testing Center
 Gary Dennis Director of Public Safety
 Laura Dobbins Director of Donor Relations and Development Services
 Shauna Donnell Director of Enrollment Management
 Faye B. Drittler Accounting Supervisor
 Diana J. Evans Assistant Registrar
 Leanne Fender Director of Career Services
 Joe Foley Director of Athletics
 Beth Foster Purchasing Agent
 John Gale Director of Virtual Learning Center
 Shirley M. Goines Director of Student Aid
 Stephanie Hailey Coordinator of Greek Services and Spirit Squads
 Danette Heckathorn Associate Dean of Students/Counselor

School of Education

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

School of Liberal and Fine Arts

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

School of Physical and Life Sciences

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

School of Systems Science

John W. Watson..... Dean
A. Kenneth Pippin..... Chair, Agriculture Department
Larry Morell..... Chair, Computer & Information Science Department
Gill Richards..... Chair, Electrical Engineering Department
John Krohn..... Chair, Mechanical Engineering Department
Donald Carnahan..... Chair, Mathematics Department
Theresa A. Herrick..... Chair, Parks, Recreation and Hospitality
Administration Department

Graduate Studies

Eldon G. Clary Jr..... Dean

GRADUATE FACULTY

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

SCOTT ADAMS, 1999

Assistant Professor of Instructional Technology
B.S., University of Central Arkansas, 1987; M.A., Purdue University, 1992.

ROBERT W. ALLEN, 1981

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

VREGE AMIRKHANIAN, 1989

Associate Professor of Mathematics
B.S., Tehran University, 1969; M.S., Oklahoma State University, 1973; Ph.D., Oklahoma State University, 1978.

VOLTA O. ANDERS, JR., 1968

Associate Professor of Music
Chair, Department of Music
B.A., Arkansas Tech University, 1967; M.M., Northwestern University, 1968.

K. MICHELE BALLENTINE-LINCH, 2001

Assistant Professor of Curriculum and Instruction
B.S., Arkansas Tech University, 1990; M.A., University of North Texas, 1997; Ph.D., University of Arkansas, 2001.

GARY W. BARROW, 1981

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

LINDA C. BEAN, 2000

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

C. DAVID BELL, 1988

Professor of Elementary Education
Chair, Department of Curriculum and Instruction
B.S., Arkansas Tech University, 1969; M.Ed., University of Arkansas, 1972; Ed.D., University of Arkansas, 1978.

ERIK BLANDON, 2002

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

ROBERT D. BOLEN, 1970

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

CARL W. BRUCKER, 1984

Professor of English
Chair, Department of English
B.A., Rutgers University 1968; M.A., Rutgers University, 1976; Ph.D., Rutgers University, 1980.

CHARLES P. BUSCH, JR., 1986

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

JOHN J. CADLE, 1977

Professor of Physical Education
B.S.E., Central Missouri State University, 1965; M.S., Central Missouri State University, 1967; Ed.D., University of Southern Mississippi, 1970.

JORGE L. CAMACHO, 2000

Assistant Professor of Spanish
License in Education, University of Havana, Cuba, 1992; M.A., Carleton University, 1997; Ph.D., University of Toronto, 1999.

JERRY CANERDAY, 1994

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

DONALD A. CARNAHAN, 1985

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

TIM L. CARTER, 1998

Assistant Professor of Curriculum and Instruction
B.S., Arkansas Tech University, 1989; M.Ed., Arkansas Tech University, 1994; Ph.D., University of Georgia, 1998.

E. URSULA CHANDLER, 1981

Professor of German
Chair, Department of Foreign Languages and International Studies
B.S., Illinois State University, 1965; Ph.D., Northwestern University, 1981.

ELDON G. CLARY, JR., 1967

Professor of Secondary Education
Dean of Graduate Studies
B.S.E., North Texas State University, 1962; M.Ed., North Texas State University, 1964; Ed.D., North Texas State University, 1968.

RICHARD R. COHOON, 1960

Professor of Geology
Dean, School of Physical and Life Sciences
B.A., Oklahoma City University, 1954; M.S., University of Oklahoma, 1959; Ed.D., Oklahoma State University, 1974.

RAYMOND E. COLE, 1970

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

HAL D. COOPER, 1979

Associate Professor of Music
Director of Bands
B.M.E., Henderson State University, 1966; M.M.E., Henderson State University, 1974.

KANDIS S. CROOM, 2001

Assistant Professor of School Counseling
B.A., Arkansas Tech University, 1971; M.Ed., University of Arkansas, 1975; Ed.D., University of Arkansas, 1997.

B. ALEXANDER DARKWAH, 1991

Professor of English and Developmental Reading
B.S., Cape Coast University, Ghana, 1972; M.S., Cape Coast University, Ghana, 1977; B.S., University of Mary Hardin Baylor, 1987; Ph.D., Texas A & M University, 1991.

THOMAS A. DEBLACK, 1995

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

GEORGENA D. DUNCAN, 1975

Professor of History
Dean, School of Liberal and Fine Arts
B.A., University of Arkansas, 1966; Ph.D., University of Liverpool, 1971.

PETER A. DYKEMA, 2001

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

AIMEE L. EVANS, 2002

Secondary Mathematics Instructional Specialist
B.S., University of Central Arkansas, 1993; M.A., University of Central Arkansas, 2001.

ROGER FANG, 2001

Assistant Professor of Computer and Information Science

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

DENNIS W. FLENIKEN, 1975

*Professor of Secondary Education
Dean, School of Education*

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

KAREN L. FUTTERER, 1980

Associate Professor of Music

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

KENNETH T. FUTTERER, 1980

Associate Professor of Music

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

CHARLES J. GAGEN, 1990

*Professor of Fisheries Biology
Chair, Department of Biological Sciences*

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

JOHN A. GALE, 1982

*Associate Professor of Speech/Broadcasting
Director of Virtual Learning Center
Director of Broadcasting*

B.S., University of Central Arkansas, 1977; M.A., University of Arkansas, 1978.

LUCIA GALLEN, 2002

Assistant Professor of Spanish

B.A., Catholic University of Peru, 1993; M.A., Catholic University of Peru, 1995; Ph.D., University of California, Berkeley, 2001.

PAOLA GEMME, 2001

Assistant Professor of English

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

JILL E. GUERRA, 1998

Assistant Professor of Mathematics

B.A., State University of New York at Buffalo, 1991; M.S., University of Arkansas, 1994; Ph.D., University of Arkansas, 1998.

MARY B. GUNTER, 1998

*Associate Professor of Educational Leadership
Chair, Center for Leadership and Learning*

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

JACK R. HAMM, 1972

*Professor of Mathematics
Vice President for Academic Affairs*

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

RUTH M. HARRISON, 1970

Associate Professor of English

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

FAYE E. HAWKS, 1986

Assistant Professor of Speech

B.A., University of Science and Arts of Oklahoma, 1983; M.A., Arkansas State University, 1985.

MOSTAFA HEMMATI, 1983

Professor of Physics

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

THERESA A. HERRICK, 1985

*Professor of Recreation and Park Administration
Chair, Department of Parks, Recreation, and Hospitality Administration*

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

DAVID HOELZEMAN, 2000

Associate Professor of Computer and Information Science

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

M. ANNETTE HOLEYFIELD, 1985

*Associate Professor of Physical Education
Chair, Department of Health and Physical Education*

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

SHELIA JACKSON, 1998

Associate Professor of Health and Physical Education

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

ELLEN J. JENKINS, 1997

*Associate Professor of History
Director of Honors*

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

GEORGE P. JOHNSON, 1990

*Associate Professor of Biology
Curator of Herbarium*

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

SCOTT JORDAN, 1994

Associate Professor of Mathematics

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

SEOK KANG, 2002

Assistant Professor of Journalism

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

D. MICHAEL KEISLER, 1975

Professor of Mathematics

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

CHRISTOPHER J. KELLNER, 1991

Professor of Wildlife Biology

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

SCOTT W. KIRKCONNELL, 1981

Professor of Biology

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

WILLIAM KIRKPATRICK, 1989

Assistant Professor of Physical Education

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

RICHARD A. KNIGHT, 1999

Assistant Professor of Speech

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

DAVID W. KRUEGER, 1960

Associate Professor of History

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

PAUL S. LAKE, 1981

Professor of English

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

MICHAEL A. LINK, 1965

Associate Professor of History

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

STANLEY D. LOMBARDO, 1977*Professor of English*

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

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

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

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

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

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

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

JOHNETTE MOODY, 1997*Instructor of Computer and Information Science*

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

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

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

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

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

ARDITH A. MORRIS, 1982*Associate Professor of Speech/Theatre**Theatre Director*

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

JAMES L. MOSES, 1999.*Assistant Professor of History*

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

HANNA E. NORTON, 2001.*Assistant Professor of Journalism*

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

THOMAS E. NUPP, 1997*Associate Professor of Wildlife Biology*

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

PHILIP D. PARKER, 1977*Associate Professor of Music*

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

PAULA B. PENDERGRASS, 1992*Professor of Biology*

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

HARVEY L. PHILPOTTS, III, 1993*Associate Professor of English*

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

SUSAN POZNAR, 1993*Associate Professor of English*

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

BYRA L. RAMSEY, 2000*Assistant Professor of Early Childhood Education*

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

MICHAEL K. RITCHIE, 1989*Professor of English*

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

CAREY M. ROBERTS, 2000*Assistant Professor of History*

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

JEFF W. ROBERTSON, 1997*Associate Professor of Astrophysics**Director of Astronomical Observatory*

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

RONALD D. ROBISON, 1988*Associate Professor of Computer and Information Science*

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

SARAH H. ROBISON, 1989*Assistant Professor of Computer and Information Science*

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

KENNETH A. ROGERS, 1989*Professor of Political Science*

B.S., University of Oklahoma, 1970; M.A., California State University (Sacramento), 1976; Ph.D., American University, 1982.

MARY ANN ROLLANS, 1980*Associate Professor of Secondary Education**Dean, Community Education and Professional Development**Affirmative Action Officer*

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

EARL F. SCHROCK, Jr., 1971*Professor of English*

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

C. GLENN SHEETS, 1990*Professor of Elementary Education**Registrar*

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

REBECCA A. SHOPFNER, 2000*Assistant Professor of Teaching and Learning*

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

KENNETH W. SHORES, 1985*Associate Professor of Mathematics*

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

STEPHEN A. SHRY, 1975*Professor of Psychology*

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

SAMMIE P. STEPHENSON, 1999*Assistant Professor of Elementary Education*

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

LESLIE C. STEWART-ABERNATHY, 1989*Associate Professor of Anthropology**Arkansas Archeological Survey*

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

JOSEPH N. STOECKEL, 1992*Associate Professor of Fisheries Biology**Director, Fisheries and Wildlife Biology Program*

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

MICHEAL TARVER, 2002

Associate Professor of History
Chair, Department of Social Sciences and Philosophy

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

L. KIM TROBOY, 2002

Associate Professor of Management Information Systems

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

THOMAS P. TYLER, 1967

Professor of Economics
Dean, School of Business

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

VAN A. TYSON, 1973

Professor of Journalism

B.A., Arkansas Tech University, 1959; M.A., University of Arkansas, 1963; Ph.D., University of Arkansas, 1981.

DAVID G. UNDERWOOD, 2001

Associate Professor of Education
Associate Vice President for Academic Affairs

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

DONNA R. VOCATE, 1998

Associate Professor of Speech
Chair, Department of Speech/Theatre/Journalism

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

DANA D. WARD, 1988

Associate Professor of Spanish

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

JOHN W. WATSON, 1978

Professor of Mathematics
Dean, School of Systems Science

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

DONNA R. WHITE, 2001

Assistant Professor of English

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

JAMES T. WILLCUTT, 1967

Associate Professor of Physics
Chair, Department of Physical Science

B.S., Arkansas Tech University, 1965; M.S., University of Missouri at Rolla, 1967.

DEBORAH WILSON, 1992

Associate Professor of English

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

SID T. WOMACK, 1986

Associate Professor of Secondary Education

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

JEFFREY R. WOODS, 2000

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

ANNETTE ZAKHARIAN, 1984

Professor of French

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

CONNIE W. ZIMMER, 1990

Associate Professor of Secondary Education

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

STEVEN W. ZIMMER, 1991

Director of Math and Science Institute

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



GENERAL INFORMATION

The Campus

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

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

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

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

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 location in their area. After considering all proposals, the Board of Trustees decided to locate it at Russellville, which had made an offer of a tract of 400 acres of land adjoining the city limits and a cash bonus of several thousand dollars.

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

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

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

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

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

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

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

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

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

Mission Statement **(adopted March 17, 1994)**

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

Purpose of Graduate Program

Arkansas Tech University offers ten master's degrees: Master of Arts in English, Master of Arts in History, Master of Arts in Multi-Media Journalism, Master of Arts in Spanish, Master of Education, Master of Liberal Arts, Master of Science in College Student Personnel, Master of Science in Education, Master of Science in Fisheries and Wildlife Biology, and a Master of Science in Information Technology. The purpose of these master's degree programs 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.

The University has an interest in meeting the professional growth and advancement needs of certified teachers and professionals in the service region. The Master of Education includes majors in instructional improvement; educational leadership; elementary education; school counseling and leadership; teaching, learning and leadership and in secondary education, with secondary education specializations in English, instructional technology, mathematics, physical education, and social studies. The Master of Science in Education specializes exclusively in gifted education.

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, History and Spanish provide for more specialized study for students interested in these areas. It will also prepare those students interested in pursuing the doctorate.

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

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

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

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

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

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.

The graduate program is administered by the Dean of Graduate Studies 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.

Administration of Graduate Program

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

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

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

Physical Plant

become involved in interpretive activities.

The Ross Pendergraft Library and Technology Center houses more than 1,080,000 items for use. Included in this number are 142,000 volumes; 810,000 microforms; 88,000 government documents; 40,000 ANO/NRC materials; and 1,245 periodical subscriptions. Among these holdings are extensive back files of journals and newspapers. Copiers and microform reader-printers are available using the VendaCard system. The library is a member of AMIGOS/OCLC, a regional broker of international bibliographic data and information services. Over eighty electronic databases covering most subjects are accessible from the library and over the Internet from the Library website at <<http://library.atu.edu>>. Assistance in the retrieval and use of materials is provided by seven professional librarians, seven paraprofessional staff, and a number of part-time employees. Librarian-mediated online searches are provided on request. Materials not available in the Library may be requested through our interlibrary loan system, normally at no charge. The Library is the publisher of the retrospective Arkansas Gazette Index.

The Pendergraft Library is open approximately 90 hours per week during fall and spring semesters. The state-of-the-art facility includes two open computer labs, two instructional computer labs, one special purpose lab, two distance learning classrooms, a large conference room, five breakout/meeting rooms, twelve group study rooms, satellite downlink, cable TV connections, 108 publicly accessible computers, 58 lab computers, and about 400 data drops for laptop computers.

FEES AND CHARGES

(Subject to changes as necessary)

Tuition and Fees:	
Resident -- per credit hour ¹	\$138
Non-resident -- per credit hour ¹	276
Information concerning residence status may be obtained from the Registrar's Office, Doc Bryan Student Services Center, Suite 153 (479) 968-0272	
Activity fee (required fall and spring semesters)	5
Entitles students to a picture student ID card and admission to all University-sponsored activities	
Technology fee (required each semester or term)	50
Assessment fee (required each semester or term)	5
Transcript fee (required each semester or term)	5
International Student Service fee	
Per semester (fall/spring)	30
Per summer term (five-week)	15
Per mini-term	10
Residence Hall Board Charges (students living in residence halls)	
19 meal-per-week plan ³	812
15 meal-per-week + \$100 Declining Balance Dollars	888
165 meals + \$100 Declining Balance Dollars	840
145 meals + \$130 Declining Balance Dollars	840
106 meals + \$150 Declining Balance Dollars	811
Residence Hall Room Charges	
Brown, Caraway, and Massie Halls	850
Jones, Roush, and Turner Halls	900
Paine and Summit Halls	
Double Room	1,175
Single Room	1,525
University Commons Apartments:	
2 bedroom apartments	1,845
4 bedroom apartments	1,530
Graduation fee	25
Late registration fee -- chargeable after first class meeting	25
Adding/dropping courses	5
Returned check	10
Replacement of ID card	25
Post office box rent (required of all students living on campus)	10
Auto registration	20
Parking fees and fines (see Traffic Regulations)	

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

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

Food and Housing (Subject to changes as necessary)

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

Payment of Accounts

Tuition and all other fees and charges, including room and board charges for students in residence halls, are due and payable prior to the beginning of each term at the Student Accounts Office, in the Student Services Building, Office 133. Financial settlement, which consists of tuition, fees, and at least one-fourth of room and board may be made by personal payment or **authorized** financial aid (loans, scholarships, grants, third parties, etc.). Visa, MasterCard, and Discover credit cards are accepted for all charges. Registration is not complete until all financial obligations have been met satisfactorily. Failure to make financial settlement may result in cancellation of the class schedule.

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

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

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

Reduction of Fees and Charges

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

Reduction of Tuition for Official Withdrawal

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

In the event a student is receiving financial aid, any refund amount attributable to a loan, grant, or scholarship will be returned to the appropriate account and not to the student. Effective July 1, 2000, 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 Family Education Loan Programs, Federal Perkins Loan Program, Federal 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 for any further Federal financial aid until the required payments are made.

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

Registration of vehicles shall be accomplished at the time of regular registration for the fall, spring or summer semesters at the Department of Public Safety located at 1511 North Boulder. All faculty, staff and students **must** present a current Tech ID card before a hangtag will be issued. All vehicles on Tech campus are required to register and display a current parking hangtag. 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.

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

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

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

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

1. Complete the graduate hours in which they are enrolled each semester.
2. Maintain a 3.00 GPA each semester.
3. Complete the degree by the end of six full-time semesters

Traffic Regulations

Financial Aid

Scholarships

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

Tate C. "Piney" Page Memorial Scholarship

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

Lambert Resimont Scholarship

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

John E. Tucker 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 Assistantships

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

A graduate student holding an assistantship appointment does part-time work for the University as determined by the department or office involved. Eligibility requirements for graduate assistantships are as follows:

1. To be eligible for an appointment, an entering graduate student must qualify for unconditional admission to the graduate program.
2. A student conditionally admitted becomes eligible for an appointment upon completion of 12 hours of graduate course work with a cumulative grade point average of at least 3.00 on a 4.00 scale.
3. A student receiving an assistantship may take a maximum of nine hours and a minimum of six hours of course work per semester. During each summer term, the student may take a maximum of six hours and a minimum of three hours. Exceptions may be made upon the approval of the appropriate program director or supervisor and the Dean of Graduate Studies.

A student may have a maximum appointment of 50% (20 hours a week) except in the summer when he/she can receive a 100% appointment.

Jim Ed McGee Graduate Honors Award

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

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

Persons who graduated in May or December of one year are eligible to apply for the award which will be presented in April of the following year. The student's program

director will review the application materials on the basis of graduate school performance in such areas as grades, research project, academic papers, leadership in graduate program activities, and faculty recommendations.

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

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

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

The University provides a health center for use by all students. The mission of the Health and Wellness Center is to assist in the educational process of the University by modifying or removing health-related barriers to personal development and learning. It also provides educational services by serving as a health and medical resource for the University community. Most of these services are done free of charge.

The Center is staffed by a registered nurse and a licensed counselor Monday through Friday. They provide outpatient mental and physical health services in a strictly confidential manner and make appropriate referrals when necessary. The Center also has educational materials (i.e. brochures, books, CD's, and videos) available to the University community.

The registered nurse does physical assessments, treats minor injuries and illnesses, and provides health education to all within her scope of practice. The counselor provides brief mental health counseling for individuals, couples, and groups. The counselor also provides consultation and outreach programming on mental health conditions. You can visit the Health and Wellness Center website at <http://stuserv.atu.edu/hwc/>.

Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals who are disabled. Students with disabilities attending Tech will be integrated as completely as possible into the university community. Tech does not offer a specialized curriculum for students with disabilities nor does it assume the role of a rehabilitation center, but does assume responsibility for modifying campus facilities and procedures to accommodate individual needs where feasible.

Through the established advising procedures, students with disabilities are assisted with academic program planning which includes selection of appropriate courses, registration, consideration of classroom and building accessibility, and planning for adequate travel time between classes. The Affirmative Action Officer will serve as a liaison in arranging for interpreters, note taking assistance, alternative testing, and similar types of accommodations. Per individual needs, students who may require academic support are encouraged to utilize tutoring and study skills assistance available to all students through the Learning Assistance and Testing Center and within certain discipline areas.

Tech is subject to and endorses both the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The Disabilities Coordinator serves as the coordinator for these federal programs. The Disabilities Coordinator's Office is located in the Office of Community Education, Dean Hall, Room 110, Arkansas Tech

Health and Wellness Center

Disability Services for Students

University, Russellville, AR 72801-2222, and can be contacted by calling (479) 968-0698, for TDD call (479) 964-0536, or by E-mail: disabilities@mail.atu.edu.

Learning Assistance and Testing Center

Academic assistance services include academic counseling, arranging for tutorial services, and instruction in study skills development, taking notes, time management, and preparing for exams.

The Learning Assistance and Testing Center facilities include a computer lab and a study lab/testing lab. The Center is staffed with a director and academic counselor. Arkansas Tech University students may use these services for free (excluding tests). The Learning Assistance and Testing Center is located in room 103 of Bryan Hall and may be reached via phone (479) 968-0302, fax (479) 968-0375 or e-mail LATC@mail.atu.edu. For additional information, students may visit the center's web site at <http://latc.atu.edu>.

Norman Career Services Center

The Norman Career Services Center provides online registration for students, alumni, and employers, as well as established web links to ethical employment boards. Registrants may access and provide information through <http://techncs.erecruiting.com>, including cover letters, resumes, company materials, campus recruiting schedules, information sessions, etc. The center hosts and maintains a computerized career interest inventory, called "Discover," located in residential housing, the Learning Assistance and Testing Center, and its 211 Suite in the Doc Bryan Student Services Center. Services provided to **ALL** classifications of students and alumni include an extensive career library, company videos, career counseling, and resume critiquing. It also provides career workshops to classes, student groups and community organizations to ensure that Arkansas Tech University graduates are well informed, prepared for the job search, and availed of every opportunity to choose from professional alternatives. Career and part-time employment opportunities through business, industry, government, the health field and education are posted through the recruiting web site, as well as the electronic kiosk located in the entry way of the Doc Bryan Student Services Center.

The Arkansas Tech University Norman Career Services Center hosts recruiters from non-discriminatory employing agencies who conduct a variety of interviews each semester. Current contacts are maintained with local, national, and international employers seeking career professionals from every major. Career fairs are hosted each fall and spring for all students.

Additional information concerning Career Services may be obtained by calling (479) 968-0278, or writing to ATU, Norman Career Services Center, Doc Bryan Student Services Center, Suite 211, Russellville, AR, 72801.

ACADEMIC INFORMATION

An application for admission to graduate study may be obtained by contacting the Dean of Graduate Studies. Priority deadline date for fall admission is March 1 and spring admission is October 1. This will ensure consideration for admissions and assistantships. Students who do not meet this deadline, may submit necessary credentials for admission up to two weeks in advance of the initial date of enrollment. Applicants must meet the admission requirements established for a particular degree program. Approved applicants will be notified in writing of their eligibility for admission to graduate study. Application for admission will be valid for one year; applicants who do not enroll during the year in which they applied will be required to reapply for admission. Admission to graduate study does not imply admission to candidacy for a degree.

Any student requiring special accommodations in order to complete a course or program of study should contact the Disabilities Coordinator, Dean Hall, Room 110, or call (479) 968-0698. The Disabilities Coordinator administers programs and services associated with the Americans with Disabilities Act and serves as a liaison for students with disabilities.

Persons born after January 1, 1957, must furnish proof of immunity against measles and rubella to the Tech Health and Wellness Center prior to enrollment in classes.

For unconditional admission applicants must:

1. Hold a bachelor's degree from an accredited college.
2. Have a cumulative grade point average of 2.5 or a 3.00 on the last 30 hours of undergraduate work or hold a graduate degree from a regionally accredited institution.
3. Meet additional admission requirements specified by programs in the graduate catalog (GRE, writing samples, etc.).

Applicants may be admitted conditionally if they:

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

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

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

Admission to Graduate Study

Unconditional Admission

Conditional Admission

Non-Degree Admission

Transient Admission

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 to enroll in no more than six hours of graduate course work. The student's course load is not to exceed a total of 15 semester hours of graduate and undergraduate work combined during a fall or spring semester. The combined course load for a summer term is six semester hours. The student must have a 3.00 cumulative grade point average to be eligible for admission as an undergraduate senior. Graduate work taken while classified as an Undergraduate Senior appears on the undergraduate transcript. Failure of a student to complete the bachelor's degree during the semester/term in which the graduate courses are taken will preclude the student from enrolling in additional graduate classes in subsequent semesters until the bachelor's degree is awarded. An application for admission to graduate study and a form requesting approval to enroll as an undergraduate senior can be obtained at the Office of Graduate Studies.

International Student Admissions

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

1. **Application** – an application for international student admission form, properly completed.
2. **Application fee** – a non-refundable application fee of \$30 (U.S.).
3. **Academic records** – **MUST** be originals or school-certified copies of originals of all academic records with official English translations. Notarized copies will not be accepted. If unable to provide the information, the student may contact an approved credential evaluation service to evaluate transfer courses. A list of approved services can be obtained from the Registrar's Office.
4. **English Proficiency** – demonstrate English proficiency. Must meet one of the following:
 - a. A minimum score of 500 on the written TOEFL (Test of English as a Foreign Language) or 173 on the computerized TOEFL. Scores **MUST** be received directly from the Educational Testing Service (school code 6010). Students may also take any similar test of English proficiency approved by Arkansas Tech University at a site authorized by Arkansas Tech University.
 - b. Successful completion of an English as a Second Language (ESL) program at a site approved by Arkansas Tech University.
5. **Evidence of sufficient financial support** – approximately \$16,022 (U.S.) is needed for 12 months of study, approximately \$11,796 is needed for nine months (2 semesters); certified evidence of the source and amount of support must accompany the application. All international students will pay out-of-state tuition and will be assessed an international student services fee each semester.

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

Upon acceptance, notification will be sent to the student along with an I-20 (Certificate of Eligibility). Prior to enrollment, international students are required to purchase a health insurance policy, approved by Tech. Tech receives no remuneration

as a result of international student enrollment in the health insurance policy. Full payment of tuition and fees must be paid at registration each semester.

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

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

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

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

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

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

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

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

Catalog Privilege

Academic Advising

Graduate Student Load

Adding and Dropping Courses

Grading and Credit Point System

Assessment Program

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.

Withdrawing

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

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

Removal of "I" Grades

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

An extension of the time limit or other necessary arrangements to remove an "I" will be made only if a written request for such extension is approved by the program director, graduate dean, and the Vice President for Academic Affairs.

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.

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 in-depth 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 dean prior to enrollment for independent study credit. The original copy of the independent study approval form will be kept on file in the Office of Graduate Studies as part of the student's official graduate record. A student may not enroll in an independent study course before completing twelve hours of graduate credit.

Limit on Workshop and Independent Study Credit

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

Incompletion of Capstone Projects

Students enrolling in capstone projects such as the action research project, the liberal arts project, or thesis research will be given a grade of "R" if requirements are not completed by the end of the semester. The grade of "R" does not affect hours or

grade point. Students receiving the grade of "R" will be required to enroll in the course the following semester(s) until the requirements are completed.

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

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

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

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

Appeal procedures of academic grades or academic program dismissal are found in the Student Handbook. In the case of graduate students, the school dean will be the graduate dean. Other types of appeals not solved at the instructor or departmental level should be referred to the graduate dean.

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

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

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

Academic Probation and Dismissal

Appeals Procedures

The Family Educational Rights and Privacy Act

GRADUATION REQUIREMENTS

Candidacy

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

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an "Application for Graduation" at the Registrar's Office. **THIS MUST BE DONE THE FIRST WEEK OF THE SEMESTER/TERM IN WHICH THE DEGREE WORK IS EXPECTED TO BE COMPLETED OR YOU WILL NOT BE PERMITTED TO GRADUATE THAT SEMESTER.** If a student applies for graduation but fails to satisfy graduation requirements, the student must reapply and pay an additional diploma fee.

Commencement

The University confers degrees at commencement, which is held in May and December of each year. No degree is conferred except at these times. The candidate is expected to be present at commencement for the conferral of the degree unless written authorization to graduate in absentia is granted by the Dean of Graduate Studies.

Absentia Graduation

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

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

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

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 at least six weeks before the degree is to be conferred. 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 Studies by the close of the work day but no later than two weeks prior to the date of graduation.

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

Each candidate shall prepare a thesis abstract of not more than 350 words. Three copies of the abstract will be submitted with the two copies of the thesis. If three copies of the thesis are submitted, an additional copy of the abstract will be needed.

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

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

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

Three copies of the portfolio are required. One copy is for the Center for Leadership and Learning Department. 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.

Portfolio

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

Degree Completion Requirements

MASTER OF EDUCATION AND MASTER OF SCIENCE IN EDUCATION

Degree Admission

Applicants for admission to the Master of Education or Master of Science in Education degree program must submit a completed application form and request each college which they have attended to send complete official transcripts (undergraduate and graduate) directly to the Graduate Studies Office.

Unconditional Admission

Applicants must meet the admission requirements of Graduate Studies.

Conditional Admission

Applicants who fail to meet the grade point criteria specified for unconditional admission may be admitted to earn a maximum of twelve semester hours. To remove this condition, the student must earn a "B" average on the first twelve hours of graduate work attempted at Arkansas Tech University. Applicants who have satisfactory academic records at unaccredited colleges are also eligible for admission under these conditions, although in some instances transcripts might be declared deficient. In such cases the applicants would be assessed a maximum of thirty hours to be completed before being admitted to graduate study.

Academic Advisors

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

The graduate academic advisor is responsible for:

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

Admission to Candidacy

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

1. Thirty-six semester hours must be completed, 18 of which must be at the 6000 level.
2. The Graduate Record Examination (GRE) or Miller's Analogy Test (MAT) must be completed and official scores on file in the Office of Graduate Studies.
3. A core requirement in professional education (at least 18 semester hours) must be completed.
4. An approved thesis or action research project must be successfully completed.
5. A cumulative grade point average of at least 3.00 must be achieved in all graduate work attempted at Arkansas Tech University, with a maximum of 6 hours of "C" grades. A student receiving 6 hours of "C" grades or 3 hours of "F" grades is subject to dismissal from the graduate program. Grades lower than "C" will not be counted toward degree requirements.
6. Twenty-seven hours of graduate work must be taken while in residence at Arkansas Tech University. Full-time residence is not required.
7. The master's degree program must be completed within six years from the time of unconditional or conditional admission to the graduate program.
8. For the Master of Education degree, work counting toward the requirements for one master's degree may not be applied toward requirements for another master's degree. For the Master of Science in Education in gifted education, a maximum of six semester hours from another master's degree may be transferred, provided that the course(s) is an appropriate substitute for a course(s) offered by Arkansas Tech University.

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

If after admission to graduate study at Arkansas Tech, a student wishes to take a course at another institution to count toward degree requirements at Arkansas Tech, the student must (in advance of enrollment) obtain written approval from the head of the student's major department and the Dean of Graduate Studies.

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

General Requirements

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

Graduate Credit Taken After Admission to Arkansas Tech University

Action Research Project

MASTER OF EDUCATION

ELEMENTARY EDUCATION

Degree Requirements

Candidates for the Master of Education degree with a major in elementary education must complete the 36-semester-hour degree program which includes an 18-semester-hour professional education core curriculum, 12 semester hours in elementary education, and 6 semester hours of electives.

Professional Education Core Requirements

RESEARCH AND STATISTICS	3 hours
EDFD 6003 Educational Research	
CURRICULUM AND INSTRUCTIONAL DESIGN	3 hours
EDFD 6313 Principles of Curriculum Development	
HUMAN RELATIONS AND MANAGEMENT	3 hours
EDFD 6203 Supervision of Instruction OR	
EDFD 6503 Classroom and Behavioral Management	
INDIVIDUAL DIFFERENCES	3 hours
EDFD 6053 The At-Risk Child in the School Environment	
FOUNDATIONS/INSTRUCTIONAL ISSUES/GLOBAL STUDIES	6 hours
EDFD 6043 Current Issues in Human Learning	
EDFD 6403 Social and Historical Factors in Education	
ELED 6996 Thesis Research (for students selecting thesis option)	

Elementary Education Core Requirements

ELED 6523 Survey of Research in Elementary Education	3 hours
Selected courses in elementary education	9 hours
Electives	6 hours

Total 36 hours

MASTER OF EDUCATION

SECONDARY EDUCATION

Degree Requirements

Candidates for the Master of Education degree with a major in secondary education must complete the 36-semester-hour degree program which includes an 18-semester-hour core curriculum and 18 semester hours in an area of specialization.

Professional Education Core Requirements

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

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

RESEARCH AND STATISTICS	3 hours
EDFD 6003 Educational Research	
CURRICULUM AND INSTRUCTIONAL DESIGN	3 hours
EDFD 6313 Principles of Curriculum Development	
HUMAN RELATIONS AND MANAGEMENT	3 hours
EDFD 6203 Supervision of Instruction OR	
EDFD 6503 Classroom and Behavioral Management	
INDIVIDUAL DIFFERENCES	3 hours
EDFD 6053 The At-Risk Child in the School Environment	
FOUNDATIONS/INSTRUCTIONAL ISSUES/GLOBAL STUDIES	6 hours
EDFD 6043 Current Issues in Human Learning	
EDFD 6403 Social and Historical Factors in Education	
SEED 6993 Thesis Research (for students selecting thesis option)	
Total	18 hours

Degree Requirements

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

Secondary Education English

English Core Requirements

- ENGL 6013 Structure of the English Language
- ENGL 6033 Rhetoric
- ENGL 6993 Thesis Research¹
- English Electives – 6 - 12 semester hours

Professional Education Core Requirements

- EDFD 6003 Educational Research
- EDFD 6313 Principles of Curriculum Development
- EDFD 6203 Supervision of Instruction **OR**
- EDFD 6503 Classroom and Behavioral Management
- EDFD 6053 The At-Risk Child in the School Environment
- EDFD 6043 Current Issues in Human Learning
- EDFD 6403 Social and Historical Factors in Education
- SEED 6993 Thesis Research²

¹Thesis option only.

²For thesis option only. If thesis option is selected, EDFD 6043 or 6403 would not be required.

Secondary Education Instructional Technology

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

Degree Requirements

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

Degree requirements for the Library Media specialty area:

EDFD 6003 Educational Research
EDFD 6993 Project in Action Research
EDMD 5033 Introduction to Instructional Technology
EDMD 6133 Production of Instructional Materials
EDMD 6233 Administration of Media Programs
EDMD 6313 Instructional Design and Product Development
EDMD 6433-6 Practicum in Educational Media¹
EDMD 6883 Workshop: Preservation of Instructional Materials OR
EDMD 6163 Internet Resources
LBMD 6003 Selection of Instructional Materials
LBMD 6013 Reference Materials in the School Library Media Center
LBMD 6023 Classification and Cataloging
LBMD 6403 Literature for Children and Adolescents

Degree requirements for Instructional Design and Technology concentration:

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

Degree requirements for a general program in Instructional Technology:

EDFD 6003 Educational Research
EDFD 6993 Action Research
EDMD 5033 Introduction to Instructional Technology
EDMD 6053 Computer Literacy
EDMD 6163 Internet Resources
EDMD 6303 Survey of Instructional Media
EDMD 6313 Instructional Design and Product Development

EDMD 6513 Computer-Based Instruction

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

Degree Requirements

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

Mathematics Core Requirements

MATH 6123 Modern Geometry

MATH 6143 Number Theory

MATH 6183 Introduction to Real Analysis

MATH 6993 Thesis Research¹

Mathematics electives 6-9 semester hours²

Professional Education Core Requirements

EDFD 6003 Educational Research

EDFD 6313 Principles of Curriculum Development

EDFD 6203 Supervision of Instruction **OR**

EDFD 6503 Classroom and Behavioral Management

EDFD 6053 The At-Risk Child in the School Environment

EDFD 6043 Current Issues in Human Learning

EDFD 6403 Social and Historical Factors in Education

SEED 6993 Thesis Research³

¹Thesis option only.

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

³For thesis option only. If thesis option is selected, EDFD 6043 or 6403 would not be required.

Degree Requirements

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

Physical Education Core Requirements

PE 6013 Principles of Physical Education

PE 6023 Curriculum Development in Physical Education

PE 6083 Research Design and Statistics in Physical Education

PE 6993 Thesis Research¹

Electives:

Scientific Foundations (area of interest)

PE 6033 Exercise Physiology

PE 6053 Biomechanics

PE 6073 Exercise and Sport Behavior

Developmental Learning (area of interest)

PE 6043 Psychology of Motor Learning

Wellness Science (area of interest)

WS 6013 Wellness Concepts and Applications

WS 6023 Wellness and Fitness Program Management

Secondary Education Mathematics

Secondary Education Physical Education

Professional Education Core Requirements

EDFD 6003 Educational Research
EDFD 6313 Principles of Curriculum Development
EDFD 6203 Supervision of Instruction **OR**
EDFD 6503 Classroom and Behavioral Management
EDFD 6053 The At-Risk Child in the School Environment
EDFD 6043 Current Issues in Human Learning
EDFD 6403 Social and Historical Factors in Education
SEED 6993 Thesis Research²

¹For thesis option only.

²For thesis option only. If thesis option is selected, EDFD 6043 or 6403 would not be required.

³Prerequisites for individual courses may be found in the course description section of this catalog.

Secondary Education Social Studies

Degree Requirements¹

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

Social Studies Core Requirements

GEOG 6003 Political Geography
HIST 6023 Seminar in American History since 1877
HIST 6423 Seminar in European History since 1660
HIST 6993 Thesis Research²
Social Studies Electives 3-9 semester hours

Professional Education Core Requirements

EDFD 6003 Educational Research
EDFD 6313 Principles of Curriculum Development
EDFD 6203 Supervision of Instruction **OR**
EDFD 6503 Classroom and Behavioral Management
EDFD 6053 The At-Risk Child in the School Environment
EDFD 6043 Current Issues in Human Learning
EDFD 6403 Social and Historical Factors in Education
SEED 6993 Thesis Research³

¹In addition to having certification in social studies and a bachelor's degree, a candidate for the Master of Education degree must meet the following undergraduate prerequisites to take graduate courses in each of the following disciplines:

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

²Thesis option only.

³For thesis option only. If thesis option is selected, EDFD 6043 or 6403 would not be required.

MASTER OF EDUCATION

SCHOOL COUNSELING AND LEADERSHIP

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

Degree Requirements

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

Level One Coursework -Core Courses (15 hours)

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

Level Two Coursework - School Counseling and Leadership (20)

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

Level Three Courses - Supervised Field Experiences

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. Three years of teaching experience is required for admission.
4. A written assessment followed by an interview for program admissions will be required.
5. Successful completion of a Technology Assessment within the first semester of admission to the program is required. Students will be required to take EDLD 6112 Technology Applications to meet any technology deficiencies identified through the technology assessment.
6. Students will be entered into the program as cohorts.

MASTER OF EDUCATION

EDUCATIONAL LEADERSHIP

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

Degree Requirements

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

Technology Requirement:

Successful completion of the technology assessment.

MASTER OF EDUCATION

INSTRUCTIONAL IMPROVEMENT

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

Degree Requirements

Candidates for the Instructional Improvement degree must complete a core of 12 hours with a minimum of two courses in each of the areas of reading, inclusion and limited English proficiency.

Professional Education Core

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

Reading

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

Inclusion

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

Limited English Proficiency

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

Electives: 6 hours

MASTER OF EDUCATION

TEACHING, LEARNING, AND LEADERSHIP

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

Degree Requirements

1. A minimum of 36 semester hours (all at the 6000 level) must be completed, including the completion of the following courses:

Common Core Courses (17 hours)

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

Additional Coursework (19 hours)

MTLL 6202 Professionalization of Teaching for the Master Teacher
MTLL 6212 Communication, Advocacy, and Policy Development for the Master Teacher
MTLL 6223 Teaching and Learning for the Master Teacher
MTLL 6232 Reflective Practice: Analysis of Teaching and Learning for the Master Teacher
MTLL 6242 Cognitive Coaching and Mentoring for the Master Teacher
MTLL 6253 Advanced Curriculum Design Practicum for the Master Teacher
MTLL 6262 Action Research Practicum for the Master Teacher
MTLL 6271 Resource Acquisition for the Master Teacher
MTLL 6282 Evaluation of Classroom Learning for the Master Teacher

2. A portfolio must be successfully completed and approved by a portfolio review committee.
3. Three years of teaching experience are required for admission.
4. A written assessment followed by an interview for program admissions will be required.
5. Successful completion of a Technology Assessment within the first semester of admission to the program is required.
6. Students will be entered into the program as cohorts.

MASTER OF SCIENCE IN EDUCATION

GIFTED EDUCATION

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

Degree Requirements

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

Gifted Education Core Requirements (9 hours)

GTED 6843 Curriculum Development for Instruction of Gifted/Talented
GTED 6853 Methods & Materials in Gifted Education
GTED 6903 Guidance 7 Counseling for Gifted/Talented

Professional Education Core Requirements (9 hours)

GTED 6993 Action Research
GTED 6883 Current Issues and Trends in Gifted Education
EDFD 6003 Educational Research

Professional Practicum (9 hours)

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

Subject Matter Requirements (9 hours)

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

MASTER OF SCIENCE

COLLEGE STUDENT PERSONNEL

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

Degree Admission

Applicants for admission to the Master of Science in College Student Personnel must submit a completed application form and request each college which they have attended to send complete official transcripts (undergraduate and graduate) directly to the Graduate Studies Office.

Unconditional Admission

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

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

Conditional Admission

Applicants who fail to meet the grade point criteria for unconditional admission may be admitted to earn a maximum of twelve graduate credit hours. To remove this condition, the student must have a 3.00 grade point average after completing twelve graduate credit hours.

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 Office of Graduate Studies monitor the student's progress as they progress through the program. It remain, however, the student's responsibility to understand and to satisfy all degree requirements.

Admission to Candidacy

Students who have been granted conditional admission are eligible for admission to candidacy for the degree upon the completion of twelve hours with a 3.00 grade point average and completion of all deficiencies. Students who have been granted unconditional admission are eligible for admission to candidacy upon completion of twelve hours with a 3.00 grade point average. It is the student's responsibility to complete the "Application for Admission to Candidacy" form and to submit it to the director of the program. The form is to be submitted upon the completion of twelve hours of graduate work.

Degree Requirements

1. The completion of a minimum of 36 semester hours of graduate work including the following courses:
 - CSP 6013 American Higher Education in Transition
 - CSP 6023 Introduction to College Student Personnel
 - CSP 6033 Theory and Practice in College Student Personnel
 - CSP 6043 American College Student
 - CSP 6053 Legal Issues in College Student Personnel
 - CSP 6063 Special Topics: College Student Personnel Capstone Seminar
 - CSP 6073 Counseling with College Students
 - CSP 6081-3 Practicum I
 - CSP 6091-3 Practicum II
 - CSP 6096 Thesis in College Student Personnel
 - CSP 6113 Research Design and Analysis
 - CSP 6123 Assessment and Evaluation in Higher Education¹
 - CSP 6133 Ethical Leadership in Higher Education¹
2. A cumulative grade point average of at least 3.00 in all graduate courses completed at Arkansas Tech University with a maximum of 6 hours of "C" grades.
3. A minimum of 27 hours of graduate course work completed at Arkansas Tech University.
4. Completion of all degree requirements within six years of admission into the program.

Students who are admitted to the CSP degree program may transfer up to nine graduate credits towards the satisfaction of degree requirements, subject to the following conditions.

1. The graduate credits must have been earned at a regionally accredited college or university.
2. Only courses with grades of "B" or "A" are eligible for transfer.
3. Certification courses are not eligible for transfer.

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 secure approval from the CSP Coordinator and the Dean of Graduate Studies, in advance of enrollment at another institution.

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

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

1. Additional courses for non-thesis option

MASTER OF SCIENCE

FISHERIES AND WILDLIFE BIOLOGY

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

Degree Admission

Applicants for admission to the M.S. degree in Fisheries and Wildlife Biology must submit the following to the Office of Graduate Studies:

1. A completed application form and official transcripts from all colleges attended.
2. Official scores for the Graduate Record Examination (GRE).
3. A letter of intent that addresses the applicant's interests, goals, and reasons for applying to the degree program.
4. Two letters of recommendation, using the form provided by the Office of Graduate Studies, from professors familiar with the applicant's academic ability.

Applications should be received before October 1 for enrollment the following spring semester and March 1 for enrollment the following fall semester to ensure full consideration for teaching and research assistantships. Applications for graduate assistantships are available through the Office of Graduate Studies.

Unconditional Admission

Students are eligible to apply for unconditional admission to the M.S. degree program in Fisheries and Wildlife Biology provided they:

1. Meet all general requirements for admission to graduate studies as listed in "Academic Information" on page 24.
2. Hold a bachelor's degree in a biological science from an accredited university.
3. Have completed courses in fisheries management or wildlife management, ecology, and statistics with a minimum grade of "C".

Conditional Admission

Qualified students without the courses listed above may be accepted provided the deficiencies are made up without graduate credit. A student who is admitted conditionally will be subject to suspension from graduate studies if their grade point average is below 3.00 after completion of 12 semester hours of graduate-level coursework. Students suspended from graduate studies may apply for readmission after one year.

Academic Advisors

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

The advisor and student should develop a program of study and have it approved by the student's advisory committee and program director within the first semester. The advisory committee will be responsible for identifying critical deficiencies in undergraduate preparation and adding courses to the program of study to compensate for these deficiencies. A proposal of thesis research developed by the student and the advisor and approved by the advisory committee and program director also is expected

by the end of the first semester. The advisory committee will determine acceptability of the thesis and oral defense.

Students are eligible for admission to candidacy for the degree upon the completion of twelve hours of graduate work with a 3.00 grade point average and completion of all deficiencies with a minimum grade of "B". It is the student's responsibility to complete the "Application for Admission to Candidacy" form and to submit it to the director of the program.

Admission to Candidacy

Degree Requirements

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

Students who are admitted to the M.S. degree program may apply up to six transfer graduate credits toward the satisfaction of degree requirements, subject to the following conditions.

1. The graduate credits must have been earned at a regionally accredited college or university.
2. Only courses with grades of "B" or "A" are eligible for transfer.
3. The transfer must be approved by the student's advisory committee, the program director, and the graduate dean.
4. Graduate credit earned six years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the program director and the Dean of Graduate Studies.

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 secure (in advance of enrollment) a letter from the Dean of Graduate Studies approving the course for use in the Arkansas Tech University program.

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

Graduate Credit Taken After Admission to Arkansas Tech University

MASTER OF SCIENCE

INFORMATION TECHNOLOGY

The Master of Science in Information Technology is a study of the hardware and software mechanisms used to implement modern information systems. It includes coverage of local-area networks, databases, operating systems, the Internet, and the web. Particular emphasis is placed on use of information systems in business and education.

Degree Admission

Applicants for admission to the Master of Science degree in Information Technology must submit a completed application form and request each college which they have attended to send complete official transcripts (undergraduate and graduate) directly to the Graduate Studies Office.

Unconditional Admission

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

1. Applicants must meet the general requirements to Graduate Studies.
2. Applicants must have a background comparable to COMS 1403 and COMS 1203, which includes familiarity with terminology and concepts related to programming, word processing, spreadsheets, and databases. This background may be demonstrated by previous coursework, work experience, or by taking a test administered by the department of Computer and Information Science.

Conditional Admission

Applicants who fail to meet the grade point criteria for unconditional admission may be admitted to earn a maximum of twelve graduate credit hours. To remove this condition, the student must have a 3.00 grade point average after completing twelve graduate credit hours. Applicants who are lacking background in computing, computer usage, or programming must meet with an assigned advisor and determine a plan for completing deficiencies and follow that plan in completing the degree.

Academic Advisors

The MSIT Coordinator will assign a faculty advisor to each student admitted to the MSIT degree program. The advisor will assist the student in the design of a curriculum of study that leads to the fulfillment of degree requirements. Additionally, the academic advisor and the Office of Graduate Studies will monitor the student's progress. It remains, however, the student's responsibility to understand and to satisfy all degree requirements.

Admission to Candidacy

Students who have been granted conditional admission are eligible for admission to candidacy for the degree upon the completion of twelve hours with a 3.00 grade point average and completion of all deficiencies. Students who have been granted unconditional admission are eligible for admission to candidacy upon completion of twelve hours with a 3.00 grade point average. The student must complete the "Application for Admission to Candidacy" form and submit it to the MSIT Coordinator.

Degree Requirements

1. The completion of 36 hours of graduate work; a minimum of 18 of these hours must be at the 6000 level.
2. The satisfactory completion of the following core curriculum:
 - INFT 5013 Decision Support Systems
 - INFT 5053 Information Systems Resource Management
 - INFT 5123 Laws of Communications
 - INFT 5203 Database Systems

INFT 5303 Developing and Administering Web Sites
INFT 5703 Computer Networks

3. The satisfactory completion of one application area:
Students who wish to complete the Information Science option must take:
INFT 6203 Database Development and Administration
INFT 6303 Design of Web-Based Information Systems
INFT 6503 The UNIX Operating System
INFT 6703 Heterogeneous Networks
INFT 6993 Internship
INFT Elective
- Students who wish to complete the Instructional Technology option must take:
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 Elective
4. A cumulative grade point average of at least 3.00 in all graduate courses completed at Arkansas Tech University with a maximum of 6 hours of "C" grades.
5. A minimum of 27 hours of graduate course work completed at Arkansas Tech University.
6. Completion of all degree requirements within six years of admission into the program.

In completing the degree program the student is offered two options, one in Instructional Technology and one in Information Science. The two options share a common core of courses in Information Technology. The Instructional Technology option enables the students to complete the degree through coursework directed to showing the application of technology to instruction. The Information Science option enables the students to complete the degree through coursework that shows how to apply technology to information systems.

Students who are admitted to the MSIT degree program may transfer up to nine graduate credits toward the satisfaction of degree requirements, subject to the following conditions.

1. The graduate credits must have been earned at a regionally accredited college or university.
2. Only courses with grades of "B" or "A" are eligible for transfer.
3. Certification courses are not eligible for transfer.

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 secure approval from the MSIT Coordinator and the Dean of Graduate Studies, in advance of enrollment at another institution.

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

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

MASTER OF ARTS

ENGLISH

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.

Degree Admission

Applicants for admission to the Master of Arts in English degree program must submit a completed application form and must arrange for complete and official transcripts of all undergraduate and graduate course work to be sent directly to the Arkansas Tech University Graduate Office.

Unconditional Admission

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

Conditional Admission

Applicants who fail to meet the grade point criteria specified for unconditional admission may be admitted to earn a maximum of twelve semester hours. To remove this condition, students must earn a cumulative 3.00 grade point average on the first twelve hours of graduate work attempted at Arkansas Tech University.

Applicants who have satisfactory academic records at unaccredited colleges are also eligible for admission under these conditions, although in some instances transcripts might be declared deficient. In such cases the applicants will be assessed a maximum of thirty hours to be completed before being admitted to graduate study.

Academic Advisors

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

Admission to Candidacy

Students who have been granted conditional admission are eligible for admission to candidacy for the degree upon the completion of twelve hours with a 3.00 grade point average and completion of all deficiencies. Students who have been granted unconditional admission are eligible for admission to candidacy upon completion of twelve hours with a 3.00 grade point average. It is the student's responsibility to complete the "Application for Admission to Candidacy" form and to submit it to the director of the program. The form is to be submitted upon the completion of twelve hours of graduate work.

Degree Requirements

1. The completion of at least 30 semester hours of graduate course work, at least 15 semester hours at the 6000-level, including the following courses:
 - ENGL 6003 Introduction to English Graduate Study
 - English Electives 21-27 hours
2. The satisfactory completion of ENGL 6003 Introduction to English Graduate Study.

3. The satisfactory completion of 27 semester hours of graduate English electives (non-thesis option), or 21 semester hours and 6 hours of ENGL 6993 Thesis Research or ENGL 6996 Thesis Research (thesis option).
4. The satisfactory completion of a comprehensive examination based on the M.A. in English Examination Reading List.
5. The maintenance of a cumulative grade point average of at least 3.00 in all graduate work attempted at Arkansas Tech University with a maximum of 6 hours of "C" grades.
6. The completion of a minimum of 24 semester hours of graduate course work in residence at Arkansas Tech University. Full-time residence is not required.
7. The completion of all degree requirements within six years of admission to the program.

Students who are admitted to the M.A. degree program may apply up to six transfer graduate credits toward the satisfaction of degree requirements, subject to the following conditions.

1. The graduate credits must have been earned at a regionally accredited college or university.
2. Only courses with grades of "B" or "A" are eligible for transfer.
3. Graduate credit earned six years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the Head of the Department of English and the Dean of Graduate Studies.
4. A maximum of six hours from another master's degree may be applied toward M.A. degree requirements.

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 secure (in advance of enrollment) a letter from the Dean of Graduate Studies approving the course for use in the Arkansas Tech University program.

Students who elect the thesis option will work with a faculty advisor to prepare a thesis plan. After this thesis plan is approved by the Head of the Department of English and the Dean of Graduate Studies, 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.

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

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

Master's Thesis Option

MASTER OF ARTS

HISTORY

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

Degree Admission

Applicants for admission to the Master of Arts in History must complete and submit an application form and must arrange for complete and official transcripts of all undergraduate and graduate course work to be sent directly to the Office of Graduate Studies.

Unconditional Admission

1. Applicants must meet the admission requirements for Graduate Studies.
2. Applicants must have a minimum of 24 semester hours in history at the undergraduate level.
3. Applicants must have an overall undergraduate grade point average of 3.00 on a 4.0 scale.
4. Applicants must have a minimum score of 470 on the GRE Verbal Aptitude test and a minimum score of 3.5 on the Analytical Writing test.

Conditional Admission

Applicants who meet either the grade point or the GRE requirement may be admitted conditionally by the History Graduate Committee to earn a maximum of twelve semester hours. To remove this condition, the student must earn a 3.0 average on the first twelve hours of graduate work attempted at Arkansas Tech University, with no grade lower than a "C".

Applicants who have satisfactory academic records at unaccredited institutions or who have not completed 24 hours of undergraduate work in history are also eligible for admission under these conditions. In such cases, a student may be required to complete supplemental undergraduate or graduate hours in addition to the graduate credits required for the degree. The nature of the deficiency requirements will be determined by the History Graduate Committee.

Academic Advisors

The director of the graduate program in history will assign a faculty advisor to each student admitted to the degree program. The faculty advisor will specialize in the general field of the student's interest, and will assist the student in the design of a curriculum of study that leads to the fulfillment of degree requirements. Eventually, the student will be encouraged to select an advisor in a specific concentration, who will help the student prepare for the thesis or comprehensive exams. The faculty advisor, the History Graduate Committee, and the Office of Graduate Studies 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.

Areas of Concentration

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

Admission to Candidacy

Students who have been granted unconditional admission are eligible for admission to candidacy upon completion of twelve hours with a minimum grade point average of 3.00 and no grade lower than "C". Students who have been granted conditional admission are eligible for admission to candidacy after the completion of twelve hours with a minimum grade point average of 3.00 and no grade lower than "C".

It is the student's responsibility to complete the "Application for Admission to Candidacy" form and to submit it to the Master of Arts in History program director. The form is to be submitted upon completion of twelve hours of graduate work.

Degree Requirements

Option I: Thesis Option

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

1. A minimum of 30 hours in history at the graduate level (5000-6000) with no more than 12 hours of 5000-level courses considered toward the completion of degree.
2. The satisfactory completion of HIST 6003 Historiography and Methods.
3. The satisfactory completion of 12 hours in the primary core field, including 6 hours each in Readings and Seminar courses in the area of concentration.
4. A minimum of 9 hours in the secondary area of concentration.
5. The satisfactory completion of 6 hours of HIST 6993 Master's Thesis.
6. All course work must be completed within six years of admission to the degree program.
7. The successful completion of an oral defense of the completed thesis. Candidates will receive additional information on the oral defense from the Program Director upon admission to candidacy.

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

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

Option II: Non-Thesis Option

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

1. A minimum of 30 hours of history at the graduate level (5000-6000) with no more than 12 hours of 5000-level courses considered toward the completion of degree.
2. The satisfactory completion of HIST 6003 Historiography and Methods.
3. The satisfactory completion of 15 hours in the primary core field, including 6 hours each in Readings and Seminar courses in the area of concentration.

4. A minimum of 12 hours in the secondary area of concentration, including 3 hours each in Readings and Seminar courses in the secondary area of concentration.
5. All course work must be completed with six years of admission to the degree program.
6. Successful completion of written comprehensive examinations on the completed course work. Comprehensive examinations will be comprised of two written exams in the primary area of concentration and one in the secondary area of concentration. Candidates will receive additional information from the Program Director upon admission to candidacy.

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

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

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

Students who are admitted to the Master of Arts in History program may apply up to six transfer credits toward the satisfaction of degree requirements, subject to the following conditions:

1. The graduate credits must have been earned at a regionally accredited college or university.
2. Only courses with grades of "B" or "A" are eligible for transfer.
3. Graduate credit earned six years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the Program Director and the Dean of Graduate Studies.
4. A maximum of six hours from another master's degree may be applied toward the Master of Arts in History degree requirements.

**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 secure in advance of enrollment letters from the Program Director and the Dean of Graduate Studies approving the course for use in the Arkansas Tech University program.

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 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.

Applicants for admission to the program must complete and submit an application form and arrange for complete and official transcripts of all undergraduate and graduate course work to be sent directly to the Arkansas Tech University Office of Graduate Studies.

1. Applicants must meet admission requirements for Graduate Studies.
2. Applicants must have completed the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) and have scores on file in the Office of Graduate Studies.
3. Applicants must present a 500 word writing sample to the Director of the Multi-Media Journalism Program.

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

An applicant who satisfies the grade point requirements at an unaccredited college may also be granted conditional admission. In some instances, transcripts may be judged to be deficient and the student will be required to complete supplemental undergraduate or graduate hours in addition to graduate credits required for the degree.

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 Office of Graduate Studies monitor the students' progress as they progress through the program. It remains, however, the student's responsibility to understand and to satisfy all degree requirements.

Students who have been granted conditional admission are eligible for admission to candidacy for the degree upon the completion of twelve hours with a 3.00 grade point average and completion of all deficiencies. Students who have been granted unconditional admission are eligible for admission to candidacy upon completion of twelve hours with a 3.00 grade point average. It is the student's responsibility to complete the "Application for Admission to Candidacy" form and to submit it to the director of the program. The form is to be submitted upon the completion of twelve hours of graduate work.

Degree Admission

Unconditional Admission

Conditional Admission

Academic Advisors

Admission to Candidacy

Degree Requirements

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

SPH 5003 Human Communication Theory	3 hours
SPH 5153 Persuasive Theory & Audience Analysis	3 hours
JOUR 5163 Advanced Photography and Video	3 hours
JOUR 6053 Media and Society	3 hours
JOUR 6133 Multi-Media Publishing	3 hours
JOUR 6193 Journalistic Writing for Multi-Media	3 hours
Electives ¹	6 hours
JOUR 6996 Professional Project	6 hours

¹Electives may be chosen from the following Journalism or Information Technology courses.

JOUR 5083 New Communication Technology
JOUR 5123 Laws of Communication
JOUR 5193 Communication Research Methods
JOUR 5243 Journalism Writing Seminar
INFT 5203 Database Systems
INFT 5303 Developing and Administering Web Sites
INFT 5703 Computer Networks

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

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

Students who are admitted to the M.A. degree program may apply up to six transfer graduate credits toward the satisfaction of degree requirements, subject to the following conditions.

1. The graduate credits must have been earned at a regionally accredited college or university.
2. Only courses with grades of "B" or "A" are eligible for transfer.
3. Graduate credit earned six years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the program director and the Dean of Graduate Studies.
4. A maximum of six hours from another master's degree may be applied toward M.A. degree requirements.

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 secure (in advance of enrollment) a letter from the Dean of Graduate Studies approving the course for use in the Arkansas Tech University program.

MASTER OF ARTS

SPANISH

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

Applicants for admission to the program must complete and submit an application form and arrange for complete and official transcripts of all undergraduate and graduate course work to be sent directly to the Arkansas Tech University Office of Graduate Studies.

1. Applicants must hold a B.A. in Spanish.
2. Applicants must be proficient in Spanish. Advisors will assess Spanish proficiency.
3. Applicants must have a 3.00 grade point average on a 4.00 scale in Spanish.

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

An applicant who satisfies the grade point requirements at an unaccredited college may also be granted conditional admission. In some instances, transcripts may be judged to be deficient and the student will be required to complete supplemental undergraduate or graduate hours in addition to graduate credits required for the degree.

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 Office of Graduate Studies 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.

Students who have been granted conditional admission are eligible for admission to candidacy for the degree upon the completion of twelve hours with grades of "B" or higher and completion of all deficiencies. Students who have been granted unconditional admission are eligible for admission to candidacy upon completion of twelve hours with a 3.00 grade point average. It is the student's responsibility to complete the "Application for Admission to Candidacy" form and to submit it to the director of the program. The form is to be submitted upon the completion of twelve hours of graduate work.

Degree Requirements

1. The satisfactory completion of the following 36 semester hours of graduate work. All courses, except LA 6013, will be taught in Spanish.

Core Requirement (12 hours)

LA 6013 Introduction to Liberal Arts
SPAN 6013 Spanish Composition Through Literature
SPAN 6023 Literary Theory
SPAN 6033 Seminar in Spanish American Literature

Degree Admission

Unconditional Admission

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Academic Advisors

Admission to Candidacy

Electives (24 hours)

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

Option I: 24 hours and a written comprehensive examination**Option II: 18 hours and a thesis**

Option III: Students may also use 12 ESL graduate credit hours to fulfill part of their 24 elective credit hour requirements. Option III is available only to non-thesis students.

2. The satisfactory completion of 36 credit hours of graduate work (18 of which must be at the 6000 level) and a comprehensive examination, or the satisfactory completion of 30 hours of graduate work and a thesis.
3. Grades in all graduate courses must be "B" or better to be counted toward the Spanish degree.
4. The satisfactory completion of the comprehensive exam or a thesis.
5. The completion of all degree requirements within six years of admission to the degree program.
6. The completion of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) with scores on file in the Office of Graduate Studies.

Students who are admitted to the M.A. degree program may apply up to six transfer graduate credits toward the satisfaction of degree requirements, subject to the following conditions.

1. The graduate credits must have been earned at a regionally accredited college or university.
2. Only courses with grades of "B" or "A" are eligible for transfer.
3. Graduate credit earned six years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the program director and the Dean of Graduate Studies.

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 secure (in advance of enrollment) a letter from the Dean of Graduate Studies approving the course for use in the Arkansas Tech University program.

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

MASTER OF LIBERAL ARTS

Applicants for admission to the Master of Liberal Arts degree program must complete and submit an application form and must arrange for complete and official transcripts of all undergraduate and graduate course work to be sent directly to the Arkansas Tech University Graduate Studies' Office.

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

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

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

The 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 Office of Graduate Studies 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.

Students who have been granted conditional admission are eligible for admission to candidacy for the degree upon the completion of twelve hours with a 3.00 grade point average and completion of all deficiencies. Students who have been granted unconditional admission are eligible for admission to candidacy upon completion of twelve hours with a 3.00 grade point average. It is the student's responsibility to complete the "Application for Admission to Candidacy" form and to submit it to the director of the program. The form is to be submitted upon the completion of twelve hours of graduate work.

Degree Requirements

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

Core Requirements

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

2. The satisfactory completion of LA 6013, Introduction to the Liberal Arts, and 6713, Liberal Arts Project, as part of the 30-semester-hour requirement.
3. The public presentation of the project paper prepared for LA 6713.
4. The completion of a 12- to 18-semester hour major concentration of course work in one of three areas: communications (including English and linguistics),

Degree Admission

Unconditional Admission

Conditional Admission

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Admission to Candidacy

the fine arts, or social sciences. The completion of 6 to 12 hours in a related area of study.

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

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

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

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

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

Students who are admitted to the MLA degree program may apply up to nine transfer graduate credits toward the satisfaction of degree requirements, subject to the following conditions.

1. The graduate credits must have been earned at a regionally accredited college or university.
2. Only liberal arts courses, not technical or professional courses, are acceptable.
3. Only courses with grades of "B" or "A" are eligible for transfer.

Previously earned Arkansas Tech University graduate hours may be applied to the MLA so long as the course work was not of a technical or professional nature. A maximum of six hours from a previously earned master's degree may be applied toward MLA degree requirements.

Graduate credit earned six years prior to the completion date of all degree requirements may not be applied toward the degree without the approval the Dean of Graduate Studies. Credits earned by correspondence courses or 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 secure (in advance of enrollment) a letter from the Dean of Graduate Studies approving the course for use in the Arkansas Tech University program.

Liberal Arts Project

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

EDUCATIONAL SPECIALIST DEGREE

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

Applicants for admission to the Educational Specialist Degree program must complete and submit an application form and must arrange for complete and official transcripts of all undergraduate and graduate course work to be sent directly to the Arkansas Tech University Graduate Studies’ Office. Applicants must also:

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

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

Applicants who fail to meet the grade point criteria specified for unconditional admission may be admitted to earn a maximum of twelve semester hours. To remove this condition, the student must earn a “B” average on the first twelve hours of graduate work attempted at Arkansas Tech University. Applicants who have satisfactory academic records at unaccredited colleges are also eligible for admission under these conditions, although in some instances transcripts might be declared deficient. In such cases the applicants would be assessed a maximum of thirty hours to be completed before being admitted to graduate study.

The director of the CLL program will assign a faculty advisor to each student admitted to the degree program. The advisor will assist the student in the program of study that leads to the fulfillment of degree requirements. Subsequently the academic advisor, the Department Graduate Committee, and the Office of Graduate Studies 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.

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

Degree Requirements

1. A minimum of 30 semester hours (all at the 7000 level), including the completion of the following courses:
 - EDLD 7003 Seminar in Systems’ Issues
 - EDLD 7013 Superintendency and Central Office
 - EDLD 7022 Building a Leadership Community
 - EDLD 7023 School Board Relations

Degree Admission

Unconditional Admission

Conditional Admission

Academic Advisors

Admission to Candidacy

EDLD 7033 School Personnel and Business Management
EDLD 7101 Administrative Internship in Educational Facilities
EDLD 7112 Advanced Legal Issues
EDLD 7113 Seminar in Current Issues
EDLD 7122 Educational Facilities
EDLD 7132 School Finance for District Level Administration
EDLD 7143 School Accountability Systems
EDLD 7201 Administrative Internship in District Level Finance
EDLD 7202 Administrative Internship in School Accountability Systems

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

Portfolio

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

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

If after admission to graduate study at Arkansas Tech, a student wishes to take a course at another institution to count toward degree requirements at Arkansas Tech, the student must (in advance of enrollment) obtain written approval from the head of the student's major department and the Dean of Graduate Studies.

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

Graduate Credit Taken After Admission to Arkansas Tech University



COURSE DESCRIPTIONS

Anthropology

ANTH 6881-3 Workshop

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

ANTH 6891-4 Independent Study

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

Art

ART 6133 Contemporary Art Issues

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

ART (JOUR) 6163 Survey of 20th Century Photography

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

ART 6891-4 Independent Study

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

Biology

BIOL (PHSC) 5003 History and Philosophy of Science

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

BIOL 6014 Concepts of Biological Science

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

BIOL 6023 Conservation Workshop

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

BIOL (PHSC) 6813 Science, Technology and Human Values

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

BIOL 6881-3 Workshop

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

Chemistry

CHEM 6034 Concepts of Chemistry

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

College Student Personnel

CSP 6013 American Higher Education in Transition

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

CSP 6023 Introduction to College Student Personnel Work

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

CSP 6033 Theory and Practice in College Student Personnel

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

CSP 6043 American College Student

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

CSP 6053 Legal Issues for Professionals in College Student Personnel

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

CSP 6063 Special Topics: College Student Personnel Capstone Seminar

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

CSP 6073 Counseling with College Students

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

CSP 6081-3 Practicum I in College Student Personnel

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

CSP 6091-3 Practicum II in College Student Personnel

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

CPS 6096 Thesis in College Student Personnel

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

CSP 6113 Research Design and Analysis

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

CSP 6123 Assessment and Evaluation in Higher Education

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

CSP 6133 Ethical Leadership in Higher Education

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

CSP 6893 Independent Study

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

Counseling

COUN 6003 School Organization and Leadership for the Counselor

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

COUN 6011 Instructional Leadership/Counseling

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

COUN 6113 Action Research and Data Analysis for High Performing Schools

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

COUN 6133 Principles of Curriculum Development

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

COUN 6143 Organizational Change/Role of School Counselor

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

COUN 6152 Professional Portfolio

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.

COUN 6213 Developmental Counseling: Theory and Application

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

COUN 6224 Counseling Skill Development I

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

COUN 6233 School Counseling Programs

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

COUN 6243 Group Counseling Strategies in the Schools

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

COUN 6254 Assessment and Career/Academic Advising

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

COUN 6263 Teaming, Collaboration, and Advocacy

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

COUN 6302 School Counseling Internship

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

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.

Driver Education

DE 5613 Driver and Traffic Education I

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

DE 5543 Driver and Traffic Education II

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

Economics

ECON 5073 World Economic Systems

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

ECON 6881-3 Workshop

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

ECON 6891-4 Independent Study

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

Educational Foundations

EDFD 5052 Teaching Exceptional Learners

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

EDFD 6003 Educational Research

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

EDFD 6043 Current Issues in Human Learning

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

EDFD 6053 The At-Risk Child in the School Environment

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

EDFD 6063 Educational Assessment

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

EDFD 6203 Supervision of Instruction

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

EDFD 6313 Principles of Curriculum Development

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

EDFD 6403 Social and Historical Factors in Education

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

EDFD 6503 Classroom and Behavioral Management

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

EDFD 6703 Guidance in Education

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

EDFD 6881-3 Workshop

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

EDFD 6993 Project in Educational Research

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

Educational Leadership

EDLD 6002 Administrative Law

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

EDLD 6013 School Organization and Leadership

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

EDLD 6023 Organizational Change

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

EDLD 6102 School Finance

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

EDLD 6113 Action Research and Data Analysis

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

EDLD 6153 Communication with School and Community

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

EDLD 6203 Education and Society: Continuities and Discontinuities

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

EDLD 6253 Instructional Leadership

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

EDLD 6303 Technology as an Administrative Tool

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

EDLD 6313: Principles of Curriculum for School Leadership

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

EDLD 6352 Physical Environment of Schools

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

EDLD 6402 Working with the Marginal Performer

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 6253 is a prerequisite for the course.

EDLD 6552-4 Administrative Internship

Directed on-the-job activities. Designed to give instructional leaders experience in the various subsystems composing the education system.

EDLD 6891-4 Independent Study

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

EDLD 6992 Professional Portfolio

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

EDLD 7003 Seminar in Systems Issues

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

EDLD 7013 The Superintendency and Central Office

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

EDLD 7022 Building a Leadership Community

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

EDLD 7023 School Board Relations

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

EDLD 7033 School Personnel and Business Management

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

EDLD 7101 Administrative Internship in Educational Facilities

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

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-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.

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.

Educational Media

EDMD 5033 Introduction to Instructional Technology

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

EDMD 6113 Microcomputers for Education and Training

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

EDMD 6123 Audio in Media

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

EDMD 6133 Production of Instructional Materials

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

EDMD 6163 Internet Resources

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

EDMD 6233 Administration of Media Programs

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

EDMD 6303 Survey of Instructional Media

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

EDMD 6313 Instructional Design and Product Development

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

EDMD 6333 Instructional Multimedia

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

EDMD 6433-6 Practicum in Educational Media

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

EDMD 6503 Computer Literacy

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

EDMD 6513 Computer Based Instruction

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

EDMD 6881-3 Workshop

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

EDMD 6891-4 Instructional Technology Curriculum

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

EDMD 6993 Thesis Research/Seminar

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

Elementary Education

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

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

ELED 5063 Educators in Industry

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

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

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

ELED 6323 Survey of Teaching Reading

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

ELED 6343 Literacy Assessment and Intervention

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

ELED 6363 Clinical Practices

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

ELED (LBMD) 6403 Literature for Children and Adolescents

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

ELED 6423 Current Issues in Early Childhood Education.

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

ELED 6523 Survey of Research in Elementary Education

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

ELED 6603 Teaching Social Studies in the Elementary School

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

ELED 6803 Teaching the Exceptional Child

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

ELED 6823 Introduction to Learning Disabilities

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

ELED 6881-3 Workshop

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

ELED 6891-4 Independent Study

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

ELED 6991 Thesis Research

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

ELED 6996 Thesis Research

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

English

ENGL 5023 Second Language Acquisition

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

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

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

ENGL 5213 American Folklore
A study of the forms and subjects of American folklore; folklore scholarship and bibliography; field work in collecting folklore. May not be taken for credit after completion of ENGL 4213.

ENGL 5223 Young Adult Literature
A survey of young adult literature. May not be taken for credit after completion of ENGL 4223.

ENGL 5233 Literary Criticism
Classical criticism through modern. May not be taken for credit after completion of ENGL 4233 or equivalent.

ENGL 5283 Seminar: World Literature
Course content will vary. May be taken for credit after completion of ENGL 4283 or ENGL 5283 if course content differs.

ENGL 5383 Seminar: American Literature
Course content will vary. May be taken for credit after completion of ENGL 4383 or ENGL 5383 if course content differs.

ENGL 5443 Early British Novel
Reading of representative British novels of the eighteenth and nineteenth centuries. May not be taken for credit after completion of ENGL 4443.

ENGL 5453 Chaucer
Reading in representative works and reporting on extra-Chaucerian topics. May not be taken for credit after completion of ENGL 4453.

ENGL 5463 Shakespeare
Reading selected comedies, histories, tragedies. May not be taken for credit after completion of ENGL 4463.

ENGL 5483 Seminar: British Literature
Course content will vary. May be taken for credit after completion of ENGL 4483 or ENGL 5483 if course content differs.

ENGL 5683 Seminar in Women's Studies
Course content will vary. May be taken for credit after completion of ENGL 4683 or ENGL 5683 if course content differs.

ENGL 5703 Teaching English as a Second Language
An investigation and practice in teaching different levels of English grammar, oral communication, comprehension skills, reading, and composition to foreign students. May not be taken for credit after completion of ENGL 4703.

ENGL 5713 ESL Assessment
An introduction to the tools, techniques, and procedures for evaluating the English proficiency and language development of ESL students. May not be taken for credit after completion of ENGL 4713.

ENGL 5723 Teaching People of Other Cultures
An examination of cultural diversity in Arkansas and the United States, designed for prospective ESL teachers. May not be taken for credit after completion of ENGL 4723.

ENGL 6003 Introduction to English Graduate Study
An exploration of the ideas, methods and resources appropriate to the study of English language and literature. May not be taken for credit after completion of LA 6013.

ENGL 6013 Structure of the English Language
A study of the grammatical system of English through three different approaches: traditional, structural, and transformational-generative.

ENGL 6033 Rhetoric
A study of the history, theory, and application of rhetoric.

ENGL 6213 Topics in Literature
Examination of various topics through the intensive study of selected literature. May be repeated for credit if course content varies.

ENGL 6283 Literature and Society
A contextual study of selected works designed to explore the ways in which literature reflects and shapes society. May be repeated if course contents varies.

ENGL 6813 Directed Readings
A study of literary works selected from the M.A. in English Examination Reading List.

ENGL 6881-6 Workshop
Prerequisite: Permission of instructor. The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

ENGL 6891-4 Independent Study
Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

ENGL 6993 Thesis Research
Prerequisite: Approval of a thesis plan by the Head of the Department of English and the Dean of Graduate Studies. Directed research on a thesis topic selected by the student in consultation with a supervising professor. Students enrolled in the M.A. in English may repeat ENGL 6993 for credit.

ENGL 6996 Thesis Research
Prerequisite: Approval of a thesis plan by the Head of the Department of English and the Dean of Graduate Studies. Directed Research on a thesis topic selected by the student in consultation with a supervising professor.

Fisheries and Wildlife

FW 5003 Principles of Wildlife Management
Prerequisite: A course in ecology or permission of instructor. Principles of managing wildlife resources with emphasis on population ecology, habitat evaluation and manipulation, wildlife values, and the administration of wildlife resources and resources agencies. Lecture three hours.

FW 5014 Forest Ecology and Management
Prerequisite: FW (BIOL) 3114. An in-depth coverage of ecological interactions in forested ecosystems. Lectures cover biotic and abiotic factors that influence development and species compositions of forest stands. Wildlife habitat relationships in forested ecosystems will also be discussed. Laboratories will familiarize students with field techniques and management activities important in the major forest types of Arkansas. Lecture two hours, lab four hours. \$10 laboratory fee.

FW 5024 Limnology
Spring. Prerequisite: A course in ecology. A study of physical and chemical processes in fresh water and their effects on organisms in lakes and streams. Laboratory sessions and field trips demonstrate limnological instrumentation and methodology. Lecture two hours, laboratory four hours. \$5 laboratory fee.

FW 5034 Geographic Information Systems in Natural Resources

Prerequisites: A course in statistics and computer science or an introductory course to GIS. Use of GIS technology in wildlife and fisheries management and research. Emphasis placed on creation, maintenance, and analysis of spatially explicit data. Lecture two hours, laboratory four hours. \$5 laboratory fee.

FW 5053 Fish and Wildlife Administration

Prerequisite: A course in fisheries management or wildlife management, or permission of instructor. The course will familiarize the student with the administration of fish and wildlife agencies, including organizational designs and policies, planning, directing, budgeting, personnel management, and public relations. Special consideration will be given to public, scientific, and economic considerations in the decision-making process.

FW 5083 Principles of Fisheries Management

Prerequisites: Courses in ecology, statistics, and calculus or permission of instructor. The principles and theory of warm-water fish management with major emphasis on behavior, aquatic habitat, and population dynamics. Lecture three hours.

FW 5881-4 Advanced Topics

Prerequisite: Consent of instructor. This course offers special instruction on fisheries and wildlife topics that are not otherwise covered in the curriculum. The primary focus of the course will vary from offering to offering, thus the course may be taken more than once. This course may be repeated if content is different. On demand.

FW 6001 Graduate Seminar in Fisheries and Wildlife Biology

Analysis of current and classical literature in fisheries and wildlife biology. Lecture one hour.

FW 6002 Research Methods I

Prerequisites: A course in statistics. Methods for literature review, experimental design, and thesis proposal development. Lecture two hours.

FW 6012 Research Methods II

Prerequisites: A course in statistics. Methods for data analysis and thesis preparation. Lecture two hours.

FW 6013 Population Dynamics

Prerequisites: Courses in ecology, statistics, and calculus, or permission of instructor. An in-depth analysis of major historical development in the theory, techniques of manipulating, and mathematical modeling of fish and wildlife populations. Lecture three hours.

FW 6891-4 Independent Study

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

FW 6991-6 Thesis Research

Research on a topic culminating in a written thesis.

Foreign Language

FR 5283 Seminar in French

Prerequisite: At least 19 semester hours of French at the undergraduate level or permission of instructor. Course content will vary. May be repeated for credit after completion of FR 4283 or FR 5283 if content is different.

FR 6801 Cultural Immersion and Research

Prerequisite: Enrollment in A.I.L.P. French Immersion Weekend and permission of instructor. Intensive study of French cultural topics followed by individual research projects. May be repeated for credit if content varies.

FR 6881-6 Foreign Language Workshop

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

FR 6891 Foreign Language Independent Study

Prerequisite: permission of the instructor and department head. Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings.

GER 5283 Seminar in German

Prerequisite: At least 19 semester hours of German at the undergraduate level or permission of instructor. Course content will vary. May be repeated for credit after completion of GER 4283 or GER 5283 if content is different.

GER 6801 Cultural Immersion and Research

Prerequisite: Enrollment in A.I.L.P. German Immersion Weekend and permission of instructor. Intensive study of German cultural topics followed by individual research projects. May be repeated for credit if content varies.

GER 6881-6 Foreign Language Workshop

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

GER 6891-4 Foreign Language Independent Study

Prerequisite: permission of the instructor and department head. Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings.

JPN 6801 Cultural Immersion and Research

Prerequisite: Enrollment in A.I.L.P. Japanese Immersion Weekend and permission of instructor. Intensive study of Japanese cultural topics followed by individual research projects. May be repeated for credit if content varies.

JPN 6881, 4, 5 & 6 Foreign Language Workshop

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

JPN 6891-2 Foreign Language Independent Study

Prerequisite: permission of the instructor and department head. Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings.

SPAN 5283 Seminar in Spanish

Prerequisite: At least 19 semester hours of Spanish at the undergraduate level or permission of instructor. Course content will vary. May be repeated for credit after completion of SPAN 4283 or SPAN 5283 if content is different.

SPAN 5803 Latin American Film Theory

Prerequisite: SPAN 3123 or equivalent. An introduction to Latin American Film Theory and major films. The course traces the development of film and film theories in Latin America from its earliest initiatives in the 1950's in Peru, Venezuela, and Uruguay to the present.

SPAN 6013 Spanish Composition Through Literature

A close study of texts from contemporary Spanish and Spanish-American writers, with an emphasis on literary analysis, the usage of selected grammatical features and writing styles.

SPAN 6016 Thesis Research

Prerequisite: Approval of a thesis plan by the Head of the Department of Foreign Languages and International Studies and the Dean of Graduate Studies. Directed research on a topic selected by the student in consultation with the supervising professor.

SPAN 6023 Literary Theory

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

SPAN 6033 Seminar in Spanish American Literature

This course is designed to introduce the student to major writers in contemporary Spanish American literature. The course will examine each work within its structure. Particular attention will be paid to social, intellectual, existential aspects.

SPAN 6043 Conquest and Chronicles:

Historiography and Fiction in the XVI Century
Examination of XVI century texts from a historical, cultural and literary perspective.

SPAN 6053 Spanish American Modernism, 1880-1920

Examination of Spanish-American modernist movement through different theoretical frames, and the ideology and rationale behind its criticism of Modernity.

SPAN 6063 Spanish American Literature and Culture in Modern Times

The course will examine Latin American literature from the turn of the century modernism to present time. This will include the multiple aspects of modernism, realism and regionalism, post-modernist poetry, contemporary prose and theatre. Specific themes will be studied such as man versus nature, man versus society, gender issues and the representation of women. The use of art and film will also be studied.

SPAN 6073 Spanish American Short Story

An analysis of Spanish American Short Story, from the 1940's to the present. Emphasis will be placed on the study of the fantastic and magical realism in Latin American Literature. Particular attention will be given to distinguished literary figures such as: Borges, Cortazar, Cabrera and Marquez. Their work will be studied in depth and examined from different critical and theoretical perspectives.

SPAN 6083 Contemporary Latin American Poetry

Examination of black poetry in Latin America, and the process of transculturation as a discourse of identity in the Caribbean.

SPAN 6093 Latin American Novel

The narratives selected in this course will focus on the relationship between the world and literature. Readings will include the liberated and rebellious literature from Macedonio Fernandez, the canonical and marginal works from Julio Cortazar and Jose Emilio Pacheco and the narratives of the ninety by Ricardo Piglia.

SPAN 6801 Cultural Immersion and Research

Prerequisite: Enrollment in A.I.L.P. Spanish Immersion Weekend and permission of the instructor. Intensive study of Spanish cultural topics followed by individual research projects. May be repeated for credit if content varies.

SPAN 6881-6 Foreign Language Workshop

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

SPAN 6891-4 Foreign Language Independent Study

Prerequisite: permission of the instructor and department head. Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings.

General Science

GSCI 6003 Higher Order Thinking In Science

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

Geography

GEOG 5023 Economic Geography

A study of the resources at man's disposal and his economic activities in utilizing these resources. Special attention is given to industrial and agricultural resources of leading nations. May not be taken for credit after completion of GEOG 3023 or GEOG 4023 or equivalent.

GEOG 5803 Seminar in Global Studies

A directed seminar in a major world region. The region and specific focus will depend upon the current world situation and student needs. May not be taken for credit after completion of GEOG 4803.

GEOG 5833 Geographic Information Systems

An introductory course dealing with computer organized spatial and attribute data. GIS is a system of specialized computer programs with the capability to manipulate and analyze data for problem solving. May not be taken for credit after completion of GEOG 4833 or equivalent.

GEOG 6003 Political Geography

Seminar on the influence of geography in world affairs. A survey of how the physical and cultural geographical factors influence contemporary policies and events.

GEOG 6881-3 Workshop

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

GEOG 6891-4 Independent Study

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

Gifted Education

GTED 5003 Understanding the Gifted in Home, School and Community

Prerequisite: Consent of instructor. A survey in gifted education providing basic knowledge and concepts of interest to parents, prospective teachers and the community at large. May not be taken for credit after completion of GTED 4003.

GTED 6833 Current Issues and Trends in Gifted Education

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

GTED 6843 Curriculum Development for Instruction of the Gifted/Talented

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

GTED 6853 Methods and Materials in Gifted Education

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

GTED 6863 Practicum in Gifted Education

Prerequisite: Consent of instructor. Clinical experiences in teaching the gifted/talented. Designed to assist teachers in providing individualized instruction necessary for developing the potential of the gifted/talented. A \$12.50 fee will be assessed to cover the cost of supplies and materials needed for a three-hour course.

GTED 6873 Developing Creative Talent

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

GTED 6881-3 Workshop

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

GTED 6891-3 Independent Study

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

GTED 6903 Guidance and Counseling of the Gifted/Talented

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

GTED 6991 Action Research

Prerequisite: GTED 6993 Action Research. Directed action study. If the six-hour action study (GTED 6993-6) has not been completed during the semester(s) of enrollment, the student must register for GTED 6991 during subsequent semesters in which he/she is receiving faculty assistance with the action study and/or using University library facilities.

GTED 6993 Action Research

Prerequisite: EDFD 6003 Educational Research. Directed action study selected by the student in consultation with supervising faculty in the School of Education.

History

HIST 5013 American Military History

Prerequisite: HIST 2013 or equivalent. A study of the American military from its colonial origins to the present, including the development of the military establishment and its relationship with American society. May not be taken for credit after completion of HIST 4013 or its equivalent.

HIST 5023 Vietnam War

A study of the American involvement in Vietnam from 1945 to 1975. Emphasis will rest on the actual period of war in Vietnam. May not be taken for credit after completion of equivalent course under HIST/POLS 4983, 5983, nor HIST 4023.

HIST 5033 The Frontier in American History

Study of the American frontier as a place, as a process, and as a state of mind influential in shaping institutions and attitudes during the expansion of this nation westward from Atlantic to Pacific. May not be taken for credit after completion of HIST 4033 or equivalent.

HIST 5053 Economic History of the United States

A study of the major economic forces which have helped influence, and been influenced by, United States history. Particular emphasis will be given to the development of agriculture, business, industry, and labor in their American setting. May not be taken for credit after completion of HIST 4053 or equivalent.

HIST 5073 American Diplomatic History, 1776-1912

Prerequisite: HIST 2003. This course is a study of America's diplomatic relationships with other nations and peoples from 1776 to 1912. Of particular emphasis will be the changes in international affairs brought about by the evolving economic and political conditions. This course follows the United States' early struggles in diplomacy through its expansion and eventual emergence as a world power. May not be taken for credit after completion of HIST 4073 or its equivalent.

HIST 5083 American Diplomatic History, 1912 to the Present

Prerequisite: HIST 2013. This course is a study of America's diplomatic relationships with other nations and peoples from 1912 to the present. Of particular emphasis will be the changes in international affairs brought about by the evolving economic and political conditions. This course follows the United States' from its emergence as a world power through two world wars, a cold war, and a war on terrorism. May not be taken for credit after completion of HIST 4083 or its equivalent.

HIST 5123 African American History

Prerequisite: HIST 2003 or HIST 2013. This course examines the unique role and contribution of African Americans in the overall development of American history from the colonial era to the present. Topics include African societies; black colonial life; the institution of slavery, and African American responses to slavery; the free black community; African American cultural, political, and economic development; issues of assimilation, separatism, and African American responses to institutional racism; the Civil Rights Movement, and recent developments. May not be taken for credit after completion of HIST 4123 or equivalent.

HIST 5133 Latinos in the U.S.

This course is an analysis of the historical and cultural heritage of Latinos who have lived or are currently living in the United States. This course includes the colonial origins of Latino groups and their general migration patterns to the United States. This course also explores the development of Latino communities as well as the relationship between Latinos and social institutions. May not be taken for credit after completion of HIST 4133 or equivalent.

HIST 5143 Native American History

Prerequisite: HIST 2003 or HIST 2013. A survey of Native American history from the Archaic period to the present. This course will present an interpretation of the historical experience of the diverse nations native to North America utilizing an ethno-historical approach. Some emphasis will be placed on the formation and operation of United States government policy regarding Native Americans in both the 19th and 20th centuries. May not be taken for credit after completion of HIST 4143 or equivalent.

HIST 5153 History of Arkansas

A study of the history of the state from Indian times to the present, noting political, social, economic, and cultural trends. May not be taken for credit after completion of HIST 3153 or HIST 4153 or equivalent.

HIST 5203 Women in American Social History

A treatment of women in Western and American social history in their lifestyles and economic and family roles. May not be taken for credit after completion of HIST 3203 or HIST 4203 or equivalent.

HIST 5433 Europe in the Nineteenth Century, 1815-1914

Prerequisite: HIST 2013. Political, economic, and cultural history of Europe with emphasis on imperialism in Africa and Asia; wars of the last century; and causes of World War I. May not be taken for credit after completion of HIST 4433 or its equivalent.

HIST 5443 Europe in the Twentieth Century

European history from World War I to the present with emphasis on the great wars; depression, revolution, the rise of Fascism, Communism, and economic political nationalism; the League of Nations and the United Nations. May not be taken for credit after completion of HIST 4443 or equivalent.

HIST 5463 History of Russia

A study of the cultural and political history of Russia from the reign of Peter the Great to the present, emphasizing trends in the nineteenth century which culminated in the Bolshevik Revolution. May not be taken for credit after completion of HIST 4463 or equivalent.

HIST 5473 Constitutional and Political History of England to 1689

A survey of the political, legal, and constitutional development of England, with particular emphasis on England's development in relation to that of Western Europe in general. May not be taken for credit after completion of HIST 3483, HIST 4473, or equivalent.

HIST 5493 Modern Britain, 1689 to the Present

A study of cultural, political, and constitutional history of England in the modern era, with a consideration of the influence of England upon the institutions of her colonies and of the role of England in the economic development of the Western World. May not be taken for credit after completion of HIST 3493 or HIST 4493 or equivalent.

HIST 5513 History of Science

Prerequisite: HIST 1503 and HIST 1513. A study of the origins, nature, and development of Western science, and its social, economic, and cultural context. May not be taken for credit after completion of HIST 4513 or its equivalent.

HIST 5703 History of Modern Africa

A treatment of African history since 1600, dealing with the development of African states in sub-Saharan Africa up to present African nations. May not be taken for credit after completion of HIST 4703 or equivalent.

HIST (POLS) 5981-3 Social Science Seminar

A directed seminar in an area of social sciences. The specific focus will depend upon research under way, community of student need, and the unique educational opportunity available. The course may be repeated for credit if course content changes.

HIST 6003 Historiography and Methods

An introductory course into Historical historiography and methods.

HIST 6013 Seminar in American History to 1877

Research in selected topics in early American history. (May be repeated under different topical listings.)

HIST 6023 Seminar in American History since 1877

Research in selected topics in recent American history. (May be repeated under different topical listings.)

HIST 6033 Readings in American History to 1877

A readings course in selected topics in American history to 1877. (May be repeated under different readings topics.)

HIST 6043 Readings in American History since 1877

A readings course in selected topics in American history since 1877. (May be repeated under different readings topics.)

HIST 6103 Seminar in American Regional Studies

An investigation of selected topics in American Regional history. (May be repeated under different regional and topical listings.)

HIST 6123 Readings in Regional American History

A readings course in selected topics in American regional history. (May be repeated under different regional and topical listings.)

HIST 6413 Seminar in European History, 1350-1789

An investigation of selected topics in early modern European history. (May be repeated under different topical listings.)

HIST 6423 Seminar in European History 1789 to present

An investigation of selected topics in modern European history. (May be repeated under different topical listings.)

HIST 6433 Readings in European History, 1350-1789

A readings course in selected topics in early modern European history. (May be repeated under different readings topics.)

HIST 6443 Readings in European History 1789 to present

A readings course in selected topics in modern European history. (May be repeated under different readings topics.)

HIST 6881-3 Workshop

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

HIST 6891-4 Independent Study

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

HIST 6993 Thesis Research

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

Humanities

HUM 5433 Seminar in Humanities

A directed seminar in the Humanities. The specific content will depend on research under way, community or student need, and the unique educational opportunity available. May be repeated for credit if course content changes.

HUM 6233 A Survey of the Fine Arts

This course is designed to present information about the fine arts to assist students to develop appreciation of, and sensitivity to, the fine arts. It is particularly designed for (1) persons who desire breadth of understanding about the fine arts, (2) teachers of gifted and talented students, and (3) students of the fine arts who desire more interdisciplinary information about the fine arts.

HUM 6513 American Musical Theatre

A study of the origins and evolution of musical theatre in the 19th and 20th centuries in America, with particular emphasis on turning point musicals, such as *Show Boat*, *Oklahoma*, *West Side Story*, *Hair*, and *Sunday in the Park with George*; on important composer/lyricist teams, such as Rogers and Hart, Rogers and Hammerstein, Lerner and Lowe, Bernstein and Sondheim; and on contemporary trends, including rock musicals, Off-Broadway musicals, and operatic musicals.

Information Technology

INFT 5013 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 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 5123 Laws of Communication

This course will familiarize the student with legal knowledge necessary for a communications specialist or working journalist. The course will attempt to identify case and statute law. It will also include in-depth research in particular legal matters.

INFT 5203 Database Systems

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

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 5703 Computer Networks

Study of the concepts involved in interconnecting computers. Introduction to network topologies, routing, protocols, and security. Survey of network operating systems.

INFT 6203 Database Development and Administration

Prerequisite: INFT 5203. A thorough introduction to accessing and maintaining a database via programming interface. Database administration features of SQL. Installation and tuning of a database.

INFT 6303 Design of Web-Based Information Systems

Prerequisite: INFT 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 6503 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 6703 Heterogeneous Networks

Prerequisite: INFT 5703. Networking in a heterogeneous environment.

INFT 6903 Emerging Trends in Information Technology

Prerequisite: Permission of the coordinator. Study of emerging trends in information technology. Analyzing and reporting on these trends.

INFT 6993 Internship

Students will develop and/or maintain a computer laboratory. Duties will include determining user needs, writing and presenting a laboratory development/maintenance plan, and supporting the laboratory for a semester.

Journalism

JOUR 5033 Community Journalism

A course to acquaint the student with the characteristics of journalism as practiced in small towns and cities and study the relationship of the news media to the other institutions of the town or city.

JOUR 5053 Mass Communication Seminar

Prerequisite: Permission of instructor. Studies of the relationship of mass communication to social, political, technical, and economic issues. Course content will vary. May be repeated for credit as JOUR 5053 when course content changes.

JOUR 5083 New Communication Technology

A study of and practice in the use of the developing technology of mass communication, including the social, legal and economic effects.

JOUR 5113 History of American Journalism

Prerequisite: Permission of instructor. A survey of the history of American journalism and mass media and their relationships to technical, economic, political, and other aspects of American society. May not be taken for credit after completion of JOUR 4113 or equivalent.

JOUR 5123 Laws of Communication

This course will familiarize the student with legal knowledge necessary for a communication specialist or working journalist. The course will attempt to identify case and statute law. It will also include in-depth research in particular legal matters. May not be taken for credit after completion of JOUR 4123, or equivalent.

JOUR 5163 Advanced Photography and Video

An introduction to advanced photographic techniques including color film processing, digital photography, and nonlinear editing. Various historic and current theories of visual journalism provide a substantive base for the application of techniques.

JOUR 5193 Communication Research Methods

Introduction to the methodologies of behavioral science applied to communication research including design measurement, data collection, and analysis. Explores the use of surveys, content analysis, focus groups, and experiments in studies of communication processes and effects. Students will complete a research project.

JOUR 5243 Journalism Writing Seminar

This course is designed to teach the fundamentals of news writing and fact-gathering for the mass media in a concentrated format. Emphasis will be on newspaper writing style, but the fundamentals will apply to broadcasting, news media, public relations, advertising, and other fields.

JOUR 6053 Media and Society

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. Prerequisite: SPH 5003, Human Communication Theory.

JOUR 6133 Multi-Media Publishing

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. Prerequisite: JOUR 5163, Advanced Photography and Video.

JOUR (ART) 6163 Survey of 20th Century Photography

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

JOUR 6193 Journalistic Writing for Multi-Media

Introduction to writing for multi-media. Course explores the advantages, audiences, and various technologies before studying the formats and language appropriate for each medium. Students develop their writing skills through analysis and practice.

JOUR (ART) 6263 Survey of Photojournalism

An investigation of the development of photography as a journalistic medium and as a medium for social documentary. The work and working methods of major photojournalists from about the time of the American Civil War to the present will be examined along with the impact of photojournalism on modern society.

JOUR 6891-4 Independent Study

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

JOUR 6996 Professional Project

Projects should be original work that is a manifestation of the student's multi-media expertise and reflect both a mastery of content with respect to a given topic as well as the technological skill to present the same in a multi-media format. All completed projects must include a written review of the literature and other materials relevant to the project. It is anticipated that the review will be substantive and comprehensive, and clearly indicate how the project builds on intellectual and journalistic traditions.

Liberal Arts

LA 6013 Introduction to the Liberal Arts

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

LA 6213 Liberal Arts Colloquium

Seminar in a topic relevant to the liberal arts. Course content will vary. May be repeated for credit as LA 6213 if course content differs.

LA 6713 Liberal Arts Project

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

Library Media

LBMD 6003 Selection of Instructional Materials

A study of the selection, evaluation, organization, and purchasing of instructional materials for the school library media center. The course includes a review of selection tools for identifying materials, determining suitability for specific grade levels, and establishing purchasing and teacher review procedures.

LBMD 6013 Reference Materials in the School Library Media Center

Study of the techniques of reference work, reference interviews, types of reference questions, selection of reference materials (print and non-print), and practice in their use with special emphasis on school library media centers. Networking for the purpose of sharing resources will receive emphasis in the course. Students will be required to do hands-on machine reference searches in addition to a research project.

LBMD 6023 Classification and Cataloging

Prerequisite: Nine hours of graduate study or permission of instructor. A study of the principles and competencies of cataloging and classification. Attention centered on the actual classification and cataloging of school library media center materials. Students will be required to do hands-on machine cataloging.

LBMD (ELED) 6403 Literature for Children and Adolescents

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

Mathematics

MATH 5103 Linear Algebra II

Prerequisite: MATH 4003 or consent of the department of mathematics. A continuation of MATH 4003 with emphasis on abstract vector spaces, inner product spaces, linear transformations, kernel and range, and applications of linear algebra. MATH 5103 may not be taken for credit after completion of MATH 4103 or equivalent.

MATH 5113 History of Mathematics

Prerequisite: MATH 2943. A study of selected topics from the history and nature of mathematics from ancient to modern times. Emphasis will be placed on the historical development of mathematics through a study of biographies of prominent mathematicians and the evolution of some important mathematical concepts. The fundamental role of mathematics in the rise, maintenance, and extension of modern civilization will be considered. May not be taken for credit after completion of MATH 4113 or equivalent.

MATH 5153 Applied Statistics II

Prerequisite: MATH 3153. This course is a continuation of Math 3153 with emphasis on experimental design, analysis of variance, and multiple regression analysis. Students will be required to design and carry out an experiment, use a current statistical software package to analyze the data, and make inferences based upon the analysis. Math 5153 may not be taken for credit after completion of Math 4153 or equivalent.

MATH 5173 Advanced Biostatistics

Prerequisite: An introductory statistics course or permission of instructor. This course will include analysis of variance, one factor experiments, experimental design with two or more factors, linear and multiple regression analysis, and categorical data analysis.

MATH 5273 Complex Variables

Prerequisite: MATH 2943. An introduction to complex variables. This course will emphasize the subject matter and skills needed for applications of complex variables in science, engineering, and mathematics. Topics will include complex numbers, analytic functions, elementary functions of a complex variable, mapping by elementary functions, integrals, series, residues and poles, and conformal mapping. May not be taken for credit after the completion of MATH 4273 or equivalent.

MATH 5293 Introductory Topology

Prerequisite: MATH 4253. Metric spaces, topological spaces, mappings, limit points, continuity, connectedness, and compactness. May not be taken for credit after completion of MATH 4293 or equivalent.

MATH 6023 Higher Order Thinking in Mathematics

Prerequisite: Permission of instructor. This course will provide mathematics teachers in grades five through college with examples of lessons incorporating methods appropriate for students with different learning styles. These lessons will emphasize the use on manipulatives, hands-on materials, cooperative learning techniques, and technology. Mathematical content will help teachers build mathematical connections and concepts across grade levels using concrete experiences and bridging to abstract understanding.

MATH 6123 Modern Geometry

Prerequisite: MATH 3123. A brief review of standard topics in Euclidean Geometry followed by a study of hyperbolic and elliptic geometries, projective geometry, and geometric topology.

MATH 6143 Number Theory

Prerequisite: MATH 3133. The standard topics in the theory of numbers, including divisibility, congruences, quadratic residues, and distribution of primes, continued fractions, and number theoretic functions.

MATH 6183 Introduction to Real Analysis

Prerequisite: MATH 4253. Study of real numbers, topology of the line and plane, sequences and series, and differentiation and integration.

MATH 6881-3 Workshop

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

MATH 6891-4 Independent Study

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

MATH 6993 Thesis Research

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

Museum

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

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

Music

MUS 5881-3 Workshop in Music

Prerequisite: Permission of instructor. Course with variable credit designed to meet specific needs of participants. Each credit hour will require the equivalency of fifteen clock hours of instruction.

MUS 6891-4 Independent Study

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

Philosophy

PHIL 5093 American Philosophy

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

PHIL 6013 Philosophical Systems

A study of the major systems of philosophy in the context of various philosophical theories considered from epistemological, metaphysical, logical, and ethical points of view.

PHIL 6891-4 Independent Study

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

Physical Education

PE 6013 Principles of Physical Education

Prerequisites: PE 2523, PE 4103, and three credit hours of physical education pedagogy methodology, or approval by department head. Basic principles of physical education and their application to the physical education program. Major schools of philosophical thought, leaders, and forces affecting past and present development of physical education.

PE 6023 Curriculum Development in Physical Education

Prerequisite: three credit hours of pedagogy methodology or approval by department head. A comprehensive study of curriculum development in physical education.

PE 6033 Exercise Physiology

Prerequisites: PE 4033, PE 2653, and PE 3663 or approval of department head. A study of the physiological changes in the human organism which accompany physical exercise and the implication of the changes for physical education.

PE 6043 Psychology of Motor Learning

Prerequisites: PE 2653 and PE 3663, or approval by department head. Provides an understanding of psychological principles involved in motor performance.

PE 6053 Biomechanics

Prerequisites: PE 2653, PE 3663, algebra or general mathematics, and physical science or physics, or approval by department head. The application of physics as it relates to human movement. Specific emphasis will be made on the mechanics and common injuries involved with selected sport or work related movements.

PE 6073 Exercise and Sport Behavior

Prerequisites: PE 4513 or approval by department head. The course provides an in-depth view of the psychological aspects of human behavior in sport and exercise settings.

PE 6083 Research Design and Statistics in Physical Education

Prerequisites: PE 4523 or approval by department head. Designed to familiarize the student with research literature, techniques, and statistical procedures used in physical education today.

PE 6881-3 Workshop

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

PE 6891-4 Independent Study

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

PE 6993 Thesis Research

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

Physical Science

PHSC (BIOL) 5003 History and Philosophy of Science

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

PHSC 6023 Concepts of Mining and Minerals Technology

Topics to be covered include geology of the mineral producing regions, Arkansas minerals, aspects of mineral economics, mining techniques, operations and equipment, mineral processing and use of minerals, mining law, mining health and safety, mine land reclamation, and the needs for mineral research. \$5 laboratory fee.

PHSC (BIOL) 6813 Science, Technology, and Human Values

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

PHSC 6881-3 Workshop

Prerequisite: EDFD 6003 or permission of instructor. The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

Physics

PHYS 6054 Concepts of Physics

Prerequisite: Eight hours of physics or consent of instructor. A study of mechanics, simple machines, heat, sound, wave motion, electricity, magnetism, light, and modern physics. Special emphasis will be placed on those aspects of lecture and laboratory most germane to the teaching of science in grades 7-12. The course will consist of lecture, laboratory demonstrations, and laboratory exercises that can be done using equipment available in most area high schools. \$5 laboratory fee.

Political Science

POLS 5103 Environmental Politics

Prerequisite: POLS 2013 recommended. An examination of environmental issues from a policy perspective. Although scientific questions are involved, emphasis is on the political process of environmental issues. Topics discussed include the actors, their power, limits to their power, and their impact on the environmental policy process. May not be taken for credit after completion of POLS 4103 or equivalent.

POLS 5403 Current Issues in Global Politics

Prerequisites: POLS 2013, POLS 3413 recommended. Contemporary issues in global politics studied through participation in ICONS, an international intercollegiate computer simulation network. One country (past countries include Sweden and the United Kingdom) will be studied in depth as a vantage point from which to assess global affairs. May not be taken for credit after completion of POLS 4403 or equivalent.

POLS (HIST) 5981-3 Social Sciences Seminar

A directed seminar in an area of social sciences. The specific focus will depend upon research under way, community or student need, and the unique educational opportunity available. The course may be repeated for credit if course content changes.

POLS 6003 Seminar in Recent American National, State, and Local Government

An investigation of selected governmental trends and problems in the contemporary United States with analysis of their social and economic ramifications.

POLS 6403 Seminar in Contemporary Foreign Policy and International Politics

Selected topics on the principles of international politics and/or the contemporary foreign policies of various major powers in Europe, Asia, Africa, and the Americas.

POLS 6891-4 Independent Study

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

Psychology

PSY 6013 Psychology of Grief and Loss

Bereavement, grief and mourning as found in the current literature will be explored in depth utilizing a seminar approach. These concepts will also be applied to the study of loss in other areas.

PSY 6043 Brain, Mind, and Behavior

Designed for students with a limited background in biology and psychology. This course first examines the basic structure and function of the human brain. The mechanisms by which brain processes result in normal behavior and experience; how these processes change with development and aging; and how they participate in various neuropsychiatric disorders will be explored.

PSY 6053 Genetics, Evolution, and Society

Designed for students with a limited background in biology and behavioral sciences. Genetic and environmental contributions to various dimensions of personal functioning and social problems will be examined. These will include such areas as cognitive ability, personality, psycho pathology, crime and drug abuse.

PSY 6881-3 Workshop

Prerequisite: EDFD 6003 or permission of instructor. The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

PSY 6891-4 Independent Study

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

Rehabilitation Science

RS 6163 Substance Abuse

An in-depth study of the theoretical explanations for addiction will be carried out using the seminar approach. These theories will also be examined for implications for intervention in rehabilitation and prevention settings.

RS 6891, 2, & 4 Independent Study

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

Secondary Education

SEED 5013 Teaching in the Middle School

Methods and procedures in teaching in the middle school. Includes individualization of instruction and interdisciplinary teaching for middle school students. May not be taken for credit after completion of SEED 4013.

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

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

SEED 5063 Educators in Industry

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

SEED 6881-3 Workshop

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

SEED 6891-4 Independent Study

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

SEED 6991 Thesis Research

Directed research on a thesis topic. If the six-hour thesis (SEED 6993 and 6993 in the student's area of specialization) has not been completed during the semester(s) of enrollment, the student must register for SEED 6991 during subsequent semesters in which he/she is receiving faculty assistance with the thesis and/or using University library facilities.

SEED 6993 Thesis Research

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

Sociology

SOC 6003 Sociology for Educators

Designed for those with limited background in sociology, this course surveys basic concepts, research methods, and core areas of sociology including culture, social structure, social self, deviance, stratification, and social change. Special emphasis will be on the educational institution.

SOC 6891, 2 & 4 Independent Study

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

Speech

SPH 5003 Human Communication Theory

This communication theory class integrates learning about speech communication in various contexts. It is an in-depth study of contemporary and traditional perspectives of human communication, and synthesizes major concepts in human communication theory development. May not be taken for credit after the completion of SPH 4003.

SPH 5053 Speech Communication Seminar

A course for both majors and non-majors who want to investigate the relationships between human communication and contemporary social, political, and economic issues. May not be taken for credit after the completion of SPH 4053 unless the topics differ.

SPH 5063 Organizational Communication

Theories and practices of organizational communication are examined from a critical and historical perspective. Issues related to the personal, relational, cultural, group, business, global, and ethical dimensions of everyday communication practices are analyzed. Includes lecture, discussion, research, and group projects. May not be taken for credit after the completion of SPH 4063.

SPH 5073 Directing Forensics

Prerequisites: Oral Interpretation, Argumentation, Public Speaking and/or consent of the instructor. May not be taken for credit after completion of SPH 4073 or equivalent. Practical study and training to lead to the planning of activities, directing competitive events, and administration of a forensic program on the high school level.

SPH 5123 Rhetorical Criticism

This course will provide the principles of rhetorical theories as they have developed throughout history and apply them to the critical analysis of various communication events. May not be taken for credit after the completion of SPH 4123.

SPH 5153 Persuasive Theory & Audience Analysis

Survey of classical and social science theories of persuasion. Particular emphasis is given to analysis of persuasive strategies, preparation of persuasive appeals, ethics of persuasion, and audience analysis. A consideration of social movements and persuasive campaigns is also included.

SPH 6891-4 Independent Study

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

Teaching, Learning and Leadership

MTLL 6003 School Organization and Leadership for Teacher Leaders

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

MTLL 6113 Action Research and Data Analysis for School and Classroom Use

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

MTLL 6123 Instructional Leadership for the Master Teacher

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

MTLL 6133 Basic Elements of Curriculum

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

MTLL 6143 Organizational Change and the Role of the Master Teacher

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

MTLL 6152 Professional Portfolio for the Master Teacher

This course will examine the role of the student portfolio and the teaching portfolio. The main focus will be the professional portfolio for the candidate's completion of their degree program.

MTLL 6202 Professionalization of Teaching for the Master Teacher

This course will examine the philosophies and historical perspectives of education for the purpose of reflection on individual teaching and learning practices. Students will purposefully explore and define who they are as a master teacher and what core beliefs impact teaching and learning in their classroom.

MTLL 6212 Communication, Advocacy, and 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 for teaching and learning will be examined in this course, as well as, ways for the master teacher to impact policy development at the district, state, and national levels.

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 6232 Reflective Practice: Analysis of Teaching and Learning for the Master Teacher

This course will focus on the analysis of actual classroom teaching and learning practices. Emphasis will be on the identification of practices and ways to target improved performance.

MTLL 6242 Cognitive Coaching and Mentoring for the Master Teacher

Students will develop the necessary skills that will enable the master teacher to be a peer learning coach and mentor for the inductee, peer, and/or marginal teacher.

MTLL 6253 Advanced Curriculum Design Practicum for the Master Teacher

This course will focus on advanced methods of curriculum design. The role of the teacher leaders 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 students 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 6282 Evaluation of Classroom Learning for the Master Teacher

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

Theatre

TH 5283 Children's Theatre: Techniques and Practicum

Summer. Prerequisite: Consent of instructor. The philosophy of teaching acting to children, in theory and practice. The course is designed for drama majors, teachers, and others interested in child development. The semester equivalent of two hours of class lecture is combined with the semester equivalent of two hours of supervised laboratory experience in a children's theatre setting. May not be taken for credit after completion of SPH 4283 or equivalent.

TH 5313 Theatre History III -- 1900 to 1960

A study of European and American theatre during the first part of the twentieth century, including movements such as realism, symbolism, expressionism, epic theatre, and theatre of the absurd, and playwrights such as Ibsen, Chekhov, Strindberg, Maeterlinck, Shaw, Brecht, O'Neill, Williams, Lonesco, and Beckett. May not be taken for credit after completion of TH 4313 or equivalent.

TH 5323 Theatre History IV -- 1960 to the Present

A study of European and American theatre during the last four decades of the twentieth century, including movements such as postmodernism, political/didactic theatre, feminist theatre, neorealism, new comedy, and collective creation, and playwrights such as Mamet, Wilson, Stoppard, Shepard, Churchill, Henley, Simon, Rabe, Havel, and Fugard. May not be taken for credit after completion of TH 4323 or equivalent.

TH 5503 Scene Design

Prerequisite: TH 3513 or permission of instructor. A study of the elements of design for the stage, from conception to finished production models, focusing on line, form, mass, and color. May not be taken for credit after completion of TH 4503 or equivalent.

TH 5506 High School Play Production

This course will provide basic information in lighting, sound design, set design and construction, make-up, costume design and construction, stage management, directing, and improvisational techniques. This course is aimed at certified teachers who are returning to school for additional training and is designed to meet area needs. May not be taken for credit after completion of TH 4506 or equivalent.

TH 5983 Theatre Seminar

Prerequisite: Twelve hours in theatre or consent of instructor. A directed seminar dealing with a selected topic in theatre studies. May be repeated for credit for different topics.

TH 6891-4 Independent Study

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

Vocational Business Education

VOBE 5023 Methods of Teaching Vocational Business

A methods course designed to prepare the beginning business educator for effective teaching in the contemporary vocational business education classroom. Teaching methodologies for the business education occupational clusters are presented and practiced.

VOBE 5053 Technology Methods for Business Education

A course in technology education focusing on methods and hands-on activities utilized in secondary Business Education programs with emphasis on hardware, software, and program development. May not be repeated for credit as VOB 4053 or equivalent.

VOBE 5063 Educators in Industry

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

VOBE 5093 Directed Vocational Work Experience

Admission by consent of instructor and advisor's recommendation. A course for business teachers or business education students who desire or need practical, on-the-job experience in areas related to the vocational business education curriculum; designed to provide practical experience in a structured, supervised setting. May not be taken for credit after completion of VOB 4093 or equivalent.

VOBE 6881-3 Technology Workshop

A course for business teachers who desire to upgrade office technology skills. Emphasis will be on methods of teaching and developing instructional materials. Hands-on computer applications will comprise a major portion of the course. Areas covered include microcomputer applications, business data processing, word processing, computerized accounting, and records management. Specific areas will be emphasized as new technology is available.

Wellness Science

WS 6013 Wellness Concepts and Applications

The course provides the advanced student the opportunity to explore cognitive health and wellness information relevant in our global community. Emphasis will be placed on application in behavior and behavior change.

WS 6023 Wellness and Fitness Program Management

The course provides the advanced student the opportunity to explore the management of wellness and fitness programs in society. Emphasis will be placed on the development of skills which enable wellness and fitness programs to be successful.

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