



2016-2017
GRADUATE
BULLETIN



ARKANSAS STATE
UNIVERSITY

ARKANSAS STATE UNIVERSITY **EDUCATES** LEADERS,
ENHANCES INTELLECTUAL GROWTH AND **ENRICHES** LIVES.

STUDENT RESPONSIBILITY

Each student should study this Graduate Bulletin and become completely familiar with the organization and the regulations of the university. **Failure to do this may result in serious mistakes for which the student shall be held fully responsible.**

POLICY STATEMENT

Policies and procedures stated in this bulletin—from admission through graduation—require continuing evaluation, review, and approval by appropriate university officials. All statements reflect policies in existence at the time this bulletin went to press, and the university reserves the right to change policies at any time and without prior notice.

University officials determine whether students have satisfactorily met admission, retention, or graduation requirements. Arkansas State University reserves the right to require a student to withdraw from the university for cause at any time.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION

Arkansas State University is an Equal Opportunity/Affirmative Action Employer with a strong institutional commitment to the achievement of excellence and diversity among its faculty and staff. To that end, the University provides opportunities in employment practices, admission and treatment of students without regard to race, color, religion, age, disability, gender, national origin, or veteran status. ASU complies with all applicable federal and state legislation and does not discriminate on the basis of any unlawful criteria.

Questions regarding this policy should be addressed to the Affirmative Action Program Coordinator, P.O. Box 1500, State University, Arkansas 72467. Telephone (870) 972-3658.

SERVICES FOR INDIVIDUALS WITH DISABILITIES

Arkansas State University's Coordinator of Services to students, faculty and staff with disabilities is also the university's compliance coordinator for Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) and the ADA Accessibility Guidelines (ADAAG). In this capacity, the coordinator arranges for academic adjustments and auxiliary aids to be provided to qualified students and coordinates workplace accommodations. The coordinator also is the individual to whom concerns about physical access to facilities, buildings and grounds should be addressed. The coordinator's office is located on the second floor (Room 2181). The telephone number is (870) 972-3964. The number for the Telecommunications Device for the Deaf (TDD) is (870) 972-3458.

Arkansas State University will provide auxiliary aids, without cost, to those students with verified disabilities who require such services. If service providers are necessary, Arkansas State University will provide appropriately trained providers (other than paid tutors).

Arkansas State University



ACCREDITATION OF PROGRAMS

Arkansas State University's academic programs are accredited by the regional accrediting agency for all programs. Individual programs are accredited by specialized accrediting agencies for the respective programs.

**The Higher Learning Commission of the
North Central Association of Colleges and Schools (HLC)**
230 South LaSalle, Suite 7-500
Chicago, IL 60604
Telephone: (800) 621-7440

Commission on Accreditation of Allied Health Education Programs (CAAHEP)
35 East Wacker Drive, Suite 1979
Chicago, IL 60601-2208
Telephone: (312) 553-9355
Fax: (312) 553-9616
Email: caahep@caahep.org

Council for the Accreditation of Educator Preparation (CAEP)
2010 Massachusetts Ave., NW
Suite 500
Washington, DC 20036
(202) 223-0077

Commission on Accreditation in Physical Therapy Education (CAPTE)
111 North Fairfax Street
Alexandria, VA 22314
Telephone: (703) 706-3245

Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)

The Association to Advance Collegiate Schools of Business-International (AACSB)
77 South Harbour Island Boulevard
Suite 750
Tampa, Florida 33602-5730
Telephone: (314) 872-8481
Fax: (314) 872-8495

Council for Academic Accreditation (CAA) of the American Speech-Language-Hearing Association

Council for Accreditation of Counseling and Related Educational Programs (CACREP)
1001 North Fairfax Street, Suite 510
Alexandria, VA 22314
Telephone: (703) 535-5990
Fax: (703) 739-9209

Council on Rehabilitation Education (CORE)

Council on Accreditation of Nurse Anesthesia Educational Programs (COA)
222 South Prospect Avenue
Park Ridge, IL 60068-4037
Telephone: (847) 692-7050

Council on Social Work Education (CSWE)

Engineering Accreditation Commission of ABET

Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDMS)

2025 Woodlane Drive
St. Paul, MN 55125-2998
Telephone: (651) 731-1582

Joint Review Committee in Nuclear Medicine Technology (JRCNMT)

Joint Review Committee on Education in Radiologic Technology (JRCERT)

20 N. Wacker Dr., Suite 900
Chicago, IL 60606
Telephone: (312) 704-5304

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

8410 West Bryn Mawr, Suite 670
Chicago, IL 60631
Telephone: (773) 714-8880

National Alliance of Concurrent Enrollment Partnerships (NACEP)

126 Mallette Street
Chapel Hill, NC 27516
Telephone: (919) 593-5205
Fax: (877) 572-8693

National Association of School Psychologists (NASP)

4340 East West Highway
Suite 402
Bethesda, MD 20814
Telephone: (301) 657-0270

National Association of Schools of Art and Design (NASAD)

11250 Roger Bacon Drive
Suite 21
Reston, VA 20190
Telephone: (703) 437-0700

National Association of Schools of Music (NASM)

11250 Roger Bacon Drive
Suite 21
Reston, VA 20190
Telephone: (703) 437-0700

National Association of Schools of Public Affairs and Administration (NASPAA)

1029 Vermont Ave., NW, Suite 1100
Washington, DC 20005
Telephone: (202) 628-8965
Fax: (202) 626-4978

National Association of Schools of Theatre (NAST)

11250 Roger Bacon Drive
Suite 21
Reston, VA 20190
Telephone: (703) 437-0700

Accreditation Commission for Education in Nursing (ACEN)

33 Peachtree Road NE, Suite 850
Atlanta, GA 30326
Telephone: (404) 975-5000

American Alliance of Museums

2451 Crystal Drive, Suite 1005, Arlington VA 22202
Telephone: (202) 289-1818

INSTITUTIONAL MEMBERSHIPS

Arkansas State University holds institutional membership in agencies, councils, and organizations important to the quality of its academic programs. Major memberships are shown below.

American Assembly of Collegiate Schools of Business
American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
American Association of State Colleges and Universities
American Association of State Colleges of Agriculture and Renewable Resources
American Mathematical Society
Association for University Business and Economic Research
Association of College Educators in Radiologic Technology
Association of Schools of Allied Health Professions
Association of Schools of Journalism and Mass Communications
Broadcast Education Association
Council for Accreditation of Educator Preparation
Council for Advancement and Support of Education
Council of Graduate Schools in the United States
Council on Social Work Education
European Teacher Education Network
International Registry of Counsellor Education Programs (Founding Member)
International Student Exchange
National Association of Schools of Art and Design
National Association of Schools of Music
National Association of Schools of Public Affairs and Administration
National Collegiate Honors Council
National Council on Rehabilitation Education
National League for Nursing
National Student Exchange
North Central Association of Colleges and Schools
Oak Ridge Associated Universities*
Southern Council on Collegiate Education for Nursing
Teacher Education Council of State Colleges and Universities
American Alliance of Museums
American Chemical Society

ORAU MEMBERS

Since 2004, students and faculty of Arkansas State University have benefited from its membership in Oak Ridge Associated Universities (ORAU). ORAU is a consortium of 98 colleges and universities and a contractor for the U.S. Department of Energy (DOE) located in Oak Ridge, Tennessee. ORAU works with its member institutions to help their students and faculty gain access to federal research facilities throughout the country; to keep its members informed about opportunities for fellowship, scholarship, and research appointments; and to organize research alliances among its members.

Through the Oak Ridge Institute for Science and Education (ORISE), the DOE facility that ORAU operates, undergraduates, graduates, postgraduates, as well as faculty enjoy access to a multitude of opportunities for study and research. Students can participate in programs covering a wide variety of disciplines including business, earth sciences, epidemiology, engineering, physics, geological sciences, pharmacology, ocean sciences, biomedical sciences, nuclear chemistry, and mathematics. Appointment and program length range from one month to four years. Many of these programs are especially designed to increase the numbers of under-represented minority students pursuing degrees in science- and engineering-related disciplines. A comprehensive listing of these programs and other opportunities, their disciplines, and details on locations and benefits can be found in the ORISE Catalog of Education and Training Programs, which is available at <http://see.orau.org>, or by calling either of the contacts below.

ORAU's Office of Partnership Development seeks opportunities for partnerships and alliances among ORAU's members, private industry, and major federal facilities. Activities include faculty development programs, such as the Ralph E. Powe Junior Faculty Enhancement Awards, the Visiting Industrial Scholars Program, consortium research funding initiatives, faculty research and support programs as well as services to chief research officers.

For more information about ORAU and its programs, contact:

Andrew Sustich

Associate Vice Chancellor for Research and Technology Transfer

ORAU Councilor for Arkansas State University

870-972-2694

Monnie E. Champion

ORAU Corporate Secretary (865-576-3306); or

Visit the ORAU Home Page (<http://www.orau.org/>)

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ACADEMIC CALENDAR 2016-2017

Fall Semester 2016

Orientation for New Faculty	August 15-16 (M-T)
Faculty Conference	August 17 (W)
College and Department Faculty Meetings	August 18-19 (Tr-F)
Last Day for Admissions	August 19 (F)
Residence Halls Open	9:00 a.m. August 20 (Sa)
First Year Convocation	2:00 p.m. August 21 (Su)
Regular Classes Begin	August 22 (M)
Late Registration	August 22-26 (M-F)
Online Intent to Graduate Forms Due for December Commencement	August 26 (F)
Last Day to Change from Credit to Audit	August 26 (F)
Last Day to Drop/Withdraw Without Financial Assessment	August 26 (F)
Saturday Classes Begin	August 27 (Sa)
WN Grading Begins for Full Term and Session 1 Courses	August 29 (M)
Checksheets Due to Office of Admissions, Records and Registration and Graduate School	September 2 (F)
Labor Day Holiday	September 5 (M)
WN Grading Ends for Full Term and Session 1 Courses	12:00 p.m. September 6 (T)
Last Day to Drop Session I Courses	September 27 (T)
Mid-semester Exams	Oct. 4 - Oct. 10 (T-M)
Last Day to Add Session II Courses	October 10 (M)
Session II Classes Begin	October 11 (T)
Mid-semester Grades Due	12:00 p.m. October 12 (W)
WN Grading Begins for Session 2 Courses	October 17 (M)
WN Grading Ends for Session 2 Courses	12:00 p.m. October 21 (F)
Comprehensive Examination Results Reported to Graduate School	November 4 (F)
Thesis/Dissertation submitted to ProQuest and Oral Defense Results Reported to Graduate School	November 4 (F)
Last day to Drop a Course or Withdraw from the University	November 16 (W)
Fall Break and Thanksgiving Holiday	November 21-26 (M-Sa)
Last Day of Class	December 5 (M)
Study Day	December 6 (T)
Final Examinations	December 7-13 (W-T)
Residence Halls Close (for all students not graduating)	12:00 p.m. December 14 (W)
Inclement Weather Final Exams Make-Up Day (if necessary)	December 14 (W)
Graduating Senior Grades Due	12:00 p.m. December 15 (Tr)
All Grades Due	12:00 p.m. December 16 (F)
Commencement (See Commencement Web Page for additional information)	December 17 (Sa)

The Official Academic Calendar can be accessed online at
<http://www.astate.edu/a/registrar/students/>

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

ACADEMIC CALENDAR 2016-2017

Spring Semester 2017

Residence Halls Open	9:00 a.m. January 13 (F)
Last Day for Admissions	January 13 (F)
Martin Luther King Jr. Day Observed	January 16 (M)
Regular Classes Begin	January 17 (T)
Late Registration	January 17-23 (T-M)
Online Intent to Graduate Forms Due for May Commencement	January 20 (F)
Last Day to Drop or Withdraw without Financial Assessment	January 20 (F)
Saturday Classes Begin	January 21 (Sa)
Last Day to Change from Credit to Audit	January 23 (M)
WN Grading Begins for Full Term and Session 1 Courses	January 24 (T)
Checksheets Due to Office of Admissions, Records and Registration and Graduate School	January 27 (F)
WN Grading Ends for Full Term and Session 1 Courses	12:00 p.m. January 31 (T)
Last Day to Drop Session I Courses	February 21 (T)
Mid-semester Exams	February 28-March 6 (T-M)
Last Day to Add Session II Courses	March 6 (M)
Session II Classes Begin	March 7 (T)
Mid-semester Grades Due	12:00 p.m. March 8 (W)
WN Grading Begins for Session 2 Courses	March 13 (M)
WN Grading Ends for Session 2 Courses	12:00 p.m. March 17 (F)
Spring Break	March 20-25 (M-Sa)
Comprehensive Examination Results Reported to Graduate School	March 31 (F)
Thesis/Dissertation submitted to ProQuest and Oral Defense Results Reported to Graduate School	March 31 (F)
Convocation of Scholars	Begins April 10 (M)
Spring Faculty Association Meeting	April 11 (T)
Last day to Drop a Course or Withdraw from the University	April 19 (W)
Last Day of Class	May 1 (M)
Study Day	May 2 (T)
Final Examinations	May 3-9 (W-T)
Residence Halls Close (for all students not graduating)	12:00 p.m. May 10 (W)
University Final Exam Make-Up Day (if necessary)	May 10 (W)
Graduating Senior Grades Due	12:00 p.m. May 11 (Tr)
All Grades Due	12:00 p.m. May 12 (F)
Commencement (See Commencement Web Page for additional information)	May 13 (Sa)

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ACADEMIC CALENDAR 2016-2017

Summer Term 2017 - Session I

Last Day for Admissions	May 26 (F)
Residence Halls Open	12:00 p.m. May 27 (Sa)
Memorial Day Holiday Observed	May 29 (M)
Registration	through May 30 (T)
Classes Begin	May 30 (T)
Last Day to Change from Credit to Audit	May 31 (W)
WN Grading Begins for Full Term and Session I Courses	June 1 (Tr)
Online Intent to Graduate Forms Due for August Commencement	June 2 (F)
WN Grading Ends for Full Term and Session I Courses	12:00 p.m. June 5 (M)
Checksheets Due to Office of Admissions, Records and Registration and Graduate School	June 9 (F)
Last day to Drop a Course or Withdraw from the University	June 16 (F)
Last Day of Class	June 28 (W)
Final Examinations	June 29 (Tr)
Comprehensive Examination Results Reported to Graduate School	June 29 (Tr)
Thesis/Dissertation submitted to ProQuest and Oral Defense Results Reported to Graduate School	June 29 (Tr)
All Grades Due	12:00 p.m. July 5 (W)

*The Official Academic Calendar can be accessed online at
<http://www.astate.edu/a/registrar/students/>*

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

ACADEMIC CALENDAR 2016-2017

Summer Term 2017 - Session II

Last Day for Admissions	June 30 (F)
Independence Day Holiday Observed	July 4 (T)
Registration	through July 3 (M)
Classes Begin	July 3 (M)
Last Day to Change from Credit to Audit	July 5 (W)
WN Grading Begins for Session II Courses	July 6 (Tr)
WN Grading Ends for Session II Courses	12:00 p.m. July 10 (M)
Last day to Drop a Course or Withdraw from the University	July 21 (F)
Last Day of Class	August 2 (W)
Final Examinations	August 3 (Tr)
Graduating Senior Grades Due	10:00 a.m. August 4 (F)
All Grades Due	12:00 p.m. August 4 (F)
Residence Halls Close (for all students not graduating)	12:00 p.m. August 4 (F)
Commencement (See Commencement Web Page for additional information)	7:00 p.m. August 4 (F)

*The Official Academic Calendar can be accessed online at
<http://www.astate.edu/a/registrar/students/>*

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

ORGANIZATION OF THE UNIVERSITY

BOARD OF TRUSTEES—2016-2017

	Term Expires
Howard Slinkard, Rogers	January, 2017
Ron Rhodes, Cherokee Village	January, 2018
Tim Langford, Little Rock	January, 2019
Neil Crowson, Jonesboro	January, 2020
Stacy Crawford, Jonesboro	January, 2021

OFFICERS OF THE BOARD—2016-2017

Howard Slinkard	Chair
Ron Rhodes	Vice-Chair
Tim Langford	Secretary

PRESIDENT OF THE UNIVERSITY SYSTEM

Charles Welch, B.A., M.A., Ed.D

ACTING CHANCELLOR OF THE UNIVERSITY

Lynita M. Cooksey, B.S., M.S., Ph.D

OFFICERS OF THE UNIVERSITY 2016-2017

EXECUTIVE OFFICERS

LYNITA M. COOKSEY, 1993

B.S., Arkansas State University
M.S., Arkansas State University
Ph.D., Oklahoma State University

—Chancellor of the University
—Provost and Vice Chancellor for Academic Affairs and Research
—Associate Professor of Environmental Entomology

LEN FREY, 2000

B.S., Arkansas State University
M.B.A., Arkansas State University
Ph.D., University of Memphis

Vice Chancellor for Finance and Administration
—Professor of Management

JASON PENRY, 2012

B.A., Louisiana State University
M.S., Louisiana State University
Ph.D., Texas A & M University

Vice Chancellor for University Advancement

WILLIAM R. STRIPLING, 1979

B.A., University of Tampa
M.R.C., Arkansas State University
Ph.D., Southern Illinois University

Vice Chancellor for Student Affairs
—Associate Professor of Educational Leadership

OFFICERS OF THE UNIVERSITY 2016-2017

Academic Deans and Chair of Independent Department

TIMOTHY BURCHAM, 2013

B.S., Mississippi State University
M.S., Mississippi State University
Ph.D., Clemson University

Dean, College of Agriculture, Technology and Engineering
—Professor of Agricultural Engineering

SHANE HUNT, 2007

B.B.A., University of Oklahoma-Norman
M.B.A., University of Oklahoma-Norman
Ph.D., Oklahoma State University

Dean, College of Business
—Professor of Marketing

MARY JANE BRADLEY, 1987

B.S.E., Arkansas State University
M.S.E., Arkansas State University
Ed.S., Arkansas State University
Ed.D., Memphis State University

Dean, College of Education and Behavioral Science
—Associate Professor of Education
Director, Professional Education Programs
Teacher Certification Officer

CARL CATES, 2016

B.A., Abilene Christian University
M.S., Abilene Christian University
Ph.D., Florida State University

Dean, College of Liberal Arts
—Professor of Strategic Communications

SUSAN N. HANRAHAN, 1995

B.S., University of Kansas
M.P.A., University of Kansas
Ph.D., Temple University

Dean, College of Nursing and Health Professions
—Professor of Physical Therapy

JOHN PRATTE, 2006

B.S., University of Texas
Ph.D., University of Colorado

Dean, College of Sciences and Mathematics
—Professor of Physics

OFFICERS OF THE UNIVERSITY 2016-2017

Academic Deans and Chair of Independent Department

GINA HOGUE, 1990

B.S.E., Arkansas State University
M.S.E., Arkansas State University
Ph.D., University of Memphis

Associate Vice Chancellor for Teaching and Learning
—Associate Professor of History

CECIL L. CLARK, 2011

B.A. University of Louisiana at Monroe
M.A., American Military University

Chair, Independent Department of Military Science
—Professor of Military Science

JEFF BAILEY, 1992

B.A., Morehead State University
M.L.S., Clarion University of Pennsylvania

Director, Library

ANDREW SUSTICH, 1991

B.S., University of Illinois—Urbana-Champaign
M.S., University of Illinois—Urbana-Champaign
Ph.D., University of Illinois—Urbana-Champaign

Associate Vice Chancellor for Research
—Professor of Physics

JILL SIMONS, 1997

B.F.A., University of Arkansas
M.S., University of Rhode Island
S.C.C.T., Arkansas State University
Ed.D., Arkansas State University

Assistant Vice Chancellor for Academic Services

The University

MISSION

Arkansas State University **educates** leaders, **enhances** intellectual growth, and **enriches** lives.

CORE VALUES

Arkansas State University values the following as central to our success:

- **Student-Centered:** We are committed to education, inquiry and service in order to meet students' changing needs. We foster lifelong learning, civic and social responsibility, leadership, and individual and career growth.
- **Learning-Centered:** We nurture intellectual flexibility, knowledge and skills by integrating teaching, research, assessment and learning to promote continuous improvement of our scholarly community.
- **Excellence:** We pursue excellence within the campus community through opportunities for achievement in teaching, research, scholarship, creative activity and service.
- **Diversity:** We embrace diversity in all of its dimensions realizing that mutual respect for individuality and the inclusion of all are vital for both personal and institutional success.
- **Service:** We support and recognize service at all levels of the university. We strive to contribute to the benefit of the university, the Delta, the state, the nation and the world.
- **Integrity:** We hold high standards of character and integrity as the foundations upon which the university is built.

VISION

Arkansas State University aspires to be an academic leader recognized for innovation and quality in teaching and learning, international standing in strategic research areas, and commitment to outreach and service to the Delta and beyond.

LOCATION

The university is located about halfway between the Mississippi River Valley, one of the most fertile areas in the world, and the Ozark Mountains, rich in American folklore and tradition. The university campus occupies an area of 800 acres on the gently rolling slopes of Crowley's Ridge, in the City of Jonesboro.

HISTORY

Arkansas State University enjoys a reputation as a quality regional institution of higher education and is recognized for offering special services to the people of the Arkansas Delta. It is the only comprehensive public university located in this region. Dedicated to teaching, research, and service, the university provides students with the broad educational foundations that help develop critical thinking and analytical skills, decision-making capabilities, and communication skills.

This institution was founded in Jonesboro in 1909 by the Arkansas Legislature as a regional agricultural training school. It began offering a two-year college program in 1918, then became "First District Agricultural and Mechanical College" in 1925. A four-year degree program was begun in 1930, and A & M College became "Arkansas State College" in 1933. The Arkansas Legislature elevated the college to university status and changed the name to Arkansas State University in 1967. Today, the institution has more than 63,000 alumni.

Degree Programs: Master's degree graduate programs were initiated in 1955, and ASU began offering its first doctoral degree, in educational leadership, in the fall of 1992. A second doctoral program in environmental science began in the fall of 1997, and the doctoral program in heritage studies began in the fall of 2001. The molecular biosciences doctoral program began in the spring of 2006. Programs at the specialist's, master's, bachelor's and associate's degree levels are available through various colleges: Agriculture and Technology, Business, Education and Behavioral Science, Engineering, Fine Arts, Humanities and Social Sciences, Media and Communication, Nursing and Health Professions, Sciences and Mathematics, and University College. Classes are also offered through The Honors College and the independent Department of Military Science. More information about the various colleges and academic departments is available through the Office of Academic Affairs and Research.

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

Accreditation: Arkansas State University's commitment to excellence in higher education is demonstrated by its accreditation by The Higher Learning Commission of the North Central Association of Colleges and Schools, as well as over 20 specialized accrediting organizations. In addition, the university holds membership in several national organizations which support the highest educational standards.

The ASU System: The ASU System includes campuses at **Jonesboro** (Craighead County), which offers degree programs through the doctoral level; **Beebe** (White County), **Mountain Home** (Baxter County), **Newport** (Jackson County), and **Heber Springs, Marked Tree** and **Searcy** where associate degree programs are offered. Arkansas State University-Beebe became part of the ASU system in 1955. It associated with White River Vo-Tech at Newport in 1992; that campus has attained stand-alone status and is now Arkansas State University-Newport. The Mountain Home campus officially became ASU-Mountain Home on July 1, 1995. Delta Technical Institute at Marked Tree merged with ASU and became Arkansas State University Technical Center on July 1, 2001 and currently operates under ASU-Newport. ASU-Heber Springs, operates as a sister campus of ASU-Beebe. Foothills Technical Institute at Searcy merged with ASU-Beebe on July 1, 2003, and is now ASU-Searcy, a technical institute of ASU-Beebe.

ASU offers bachelor's degree programs, master's degree programs and upper-level courses through ASU degree centers at ASU-Beebe, ASU-Mountain Home, and three other cities -- Blytheville, Forrest City and West Memphis -- where partnership agreements have been established in cooperation with the local community colleges. ASU also operates an instructional site at nearby Paragould, in Greene County.

LIBRARY

The Dean B. Ellis Library, centrally located in an eight-story building, functions as an educational center for the university community. It houses an open shelf collection which includes over 620,000 print books and periodicals, 500,000 federal and state documents, 590,000 units in microform, over 30,000 CDs and DVDs, and provides online access to millions of books, articles, and other resources, including more than 350,000 eBooks. The collection encompasses all subject fields, but emphasizes subjects covered by Arkansas State University courses and degree programs. The Library of Congress classification system is used for the arrangement of books, and an online catalog provides access to its print collection and electronic resources. Reserve items are available at the Circulation Desk.

The library meets the informational needs of the university by offering a variety of services. A staff of 15 professional librarians and 20 support personnel acquires, organizes, and services the collection and provides access to online resources. Reference librarians assist users in locating information and in the use of the library. The reference staff also offers an active library instruction program which reaches numerous university classes. Online databases provide access to large numbers of journals, books, and data not housed within the library. Materials that are not contained in the library's collections may be borrowed from other libraries through Interlibrary Loan.

Special collections include 1) the Cass S. Hough Aeronautical Collection of 14,000 books and memorabilia which has been described as the single most valuable collection of aviation materials in private hands; 2) an outstanding collection of Lois Lenski books for children; 3) collections of notable Arkansas authors of children's books: Charlie May Simon, Lois Snelling, Faith Yingling Knoop; and 4) a collection of Arkansas writer John Gould Fletcher.

The Tom Love Collection forms the nucleus of an extensive "Arkansas Collection." It is comprised of manuscripts, documents, and other historic materials relating to the state of Arkansas. In addition, the Arkansas Room collection contains Arkansas topographic and other maps, Arkansas State University publications, and the student newspaper, The Herald.

The Honorable E. C. Gathings Collection is comprised principally of correspondence from Arkansas' long-time congressional representative, making available primary research materials relating to the First Congressional District during Gathings' time of service in the Congress.

The Honorable Bill Alexander Collection expands and extends the research materials relating to the First Congressional District through Congressman Alexander's tenure as a member of the U.S. House of Representatives. The Alexander and Gathings collections cover 53 years, 1939 to 1992.

The collection of creation science papers, donated by former Arkansas Attorney General Steve Clark, includes the state's side of the landmark creation science case.

The Judd Hill Collection, Mabel H. Gieseck Collection, and the Ira Twist, Jr. Collection form the core of a primary research emphasis on the agricultural development and environment transformation of Eastern Arkansas.

An Oral History Program, housed in the library, has conducted and taped interviews with a number of local citizens and state leaders. The tapes are available for use by any interested researcher who comes to the library.

In addition to materials directly related to classroom and research work, the library provides students with general and recreational reading materials. Exhibits and displays presenting ideas and issues are also a regular part of an ongoing service program.

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

HERITAGE SITES

The Arkansas State University Heritage Sites program develops and operates heritage sites of regional and national significance in the Arkansas Delta. These sites provide educational resources for formal and informal learning, including serving as laboratories for the Heritage Studies Ph.D. program. In addition, they serve as economic catalysts in communities where they are located by attracting heritage tourists from around the country. These sites currently include the Hemingway-Pfeiffer Museum and Educational Center in Piggott, the Southern Tenant Farmers Museum in Tyronza, the Lakeport Plantation in Lake Village, and the Historic Dyess Colony: Boyhood Home of Johnny Cash.

MUSEUM

Arkansas State University Museum is located on the A-State campus in Jonesboro in the west wing of the Dean B. Ellis Library building. The Museum serves the academic mission of the University as a teaching museum and provides quality programming that broadens the perceptions and aspirations of people in Northeast Arkansas and the Mississippi River Delta region, connects people with their history, promotes tolerance, engages minds in progressive thinking, and enhances the sense of community among all audiences. Of the more than 35,000 museums in the United States, ASU Museum is one of fewer than 1100 accredited by the American Alliance of Museums.

With 16,000 square feet of exhibit space and more than 60,000 regionally acquired objects, ASU Museum is a veritable treasure of Northeast Arkansas history, culture, and natural history. Long-term exhibits feature fossils going back 300 million years ago, a fully articulated Mastodon skeleton replica, a gallery on prehistoric Native American life and culture, artifacts illustrating early settlement in Northeast Arkansas ("Living Off the Land"), period exhibits highlighting shops typical of regional towns dating 1880–1920 ("Old Town Arkansas"), a military gallery, decorative arts, and more.

Multiple activities target children and support state-mandated curriculum, including science, technology, engineering and math—notably, hands-on exhibits about prehistoric peoples in Northeast Arkansas, the early European exploration of Arkansas, and the New Madrid Seismic Zone. The Museum offers a Tinkering Studio and changing hands-on exhibits from the Arkansas Discovery Network, which is funded by the Donald W. Reynolds Foundation. Family-oriented events celebrate Black History Month (February), Archaeology Month (March), and Día de los Muertos (November). Juried children's art from area schools is featured every April in "Through a Child's Eyes."

The Museum is open Monday and Wednesday–Friday, 9:00 AM–5:00 PM; Saturday, 10:00–5:00 PM, and Tuesday, 9:00 AM–7:00 PM, with closure on Sundays and University holidays. Free tours are available by appointment (870-972-2074). Limited free parking is available in the parking lot south of the Museum. School buses and large groups, please call for parking instructions.

DELTA STUDIES CENTER

The Delta Studies Center at Arkansas State University from program startup in 1998 has worked to increase Delta regional understanding, to enhance a sense of place and to address the challenges and community economic development opportunities of delta regionalism - as well as to strategically encourage national and international poverty alleviation scholarship and public policy related to the region. The center targets the lower Mississippi River corridor, its river tributaries and strip of mostly persistent poverty counties and cities located along both riverbanks. This landscape constitutes the physical and natural geography of the seven-state Lower Mississippi River Valley.

The Delta Studies Center focuses priority attention on the delta definition and development social movement of the recent past as embodied since 2002 in the ongoing operation and sustenance of the Delta Regional Authority - one of the most impactful multi-state intergovernmental public policy innovations of the recent past. The center works across campus with university departments, centers and programs to support multi-cultural interdisciplinary studies and activities directed towards achievement of equity and the quality of life envisioned by the people and institutions of the Delta.

The center operates with a community-building and civic engagement mission, particularly through internships and public service within the sub-state political geography of the eight-state Delta Regional Authority program service area. Specific activities of the center include dissemination of information; workshops and applied research; case study and oral history community documentation; public policy development and analysis; resource mobilization for program development; and, collaboration with federal, state, local government agencies and nonprofit anchor institutions.

STUDENT’S RESPONSIBILITY

Each student should thoroughly study this Graduate Bulletin and become completely familiar with the organization and regulations of the Graduate School. Failure to do this may result in serious mistakes for which the student must be held fully responsible.

GRADUATE DEGREES OFFERED

Arkansas State University offers work leading to the following graduate degrees with major fields of emphasis as indicated:

Doctor of Education (Ed.D)

Educational Leadership

Doctor of Philosophy (Ph.D.)

Environmental Sciences
Heritage Studies
Molecular Biosciences
Ph.D. Minor in Statistics

Doctor of Nursing Practice (DNP)

Doctor of Occupational Therapy (OTD)

Doctor of Physical Therapy (DPT)

Transitional Doctor of Physical Therapy (tDPT)

Specialist in Community College Education (S.C.C.E)

Emphasis Areas
Agricultural Education
Biology
Chemistry
Community College Administration
Communication Studies and Theatre
English
History
Music Education
Physical Education
Political Science
Reading
Sociology
Vocational-Technical Administration

Specialist in Education (Ed.S)

Educational Leadership
Psychology and Counseling —Mental Health Counseling —School Psychology —Flex Track
Reading

Master of Accountancy (M.Acc)**Master of Arts (M.A.)**

Biology
Communication Studies
Criminal Justice
English
History —Public —Global
Political Science
Sociology

Master of Arts in Teaching (M.A.T.)**Master of Business Administration (M.B.A.)**

Concentrations: —Healthcare Administration —International Business —Finance —Management Information Systems —Supply Chain Management
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Master of Communication Disorders (M.C.D.)**Master of Engineering Management (M.E.M.)****Master of Music (M.M.)**

Concentrations: —Collaborative Piano —Composition —Conducting —Performance —Piano Performance and Pedagogy
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Master of Music Education (M.M.E.)

—Choral —General —Instrumental

Master of Public Administration (M.P.A.)

—Nonprofit Management —Public Management

Master of Rehabilitation Counseling (M.R.C.)**Master of Science (M.S.)**

Biology
Chemistry
College Student Personnel Services
Computer Science
Disaster Preparedness and Emergency Management
Early Childhood Services
Environmental Sciences
Exercise Science
Health Sciences
Mathematics
Media Management
Molecular Bioscience
Psychological Science
Sport Administration

Master of Science in Agriculture (M.S.A.)

Agricultural Business and Economics
Agricultural Education
Animal Science
Plant and Soil Science
Vocational-Technical Administration

Master of Science in Education (M.S.E.)

Biology
Chemistry
Curriculum and Instruction
Early Childhood Education
English
Educational Theory and Practice
Educational Leadership
Mathematics
Middle Level Education
Physical Education
Reading
School Counseling
Social Science

Special Education —Gifted, Talented, Creative —Instructional Specialist K-12
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Master of Science in Engineering (M.S.E.)

Master of Science in Mass Communications (M.S.M.C.)

Journalism

Radio-Television

Master of Science in Nursing (M.S.N.)

Adult Health Nursing —Nurse Administrator Option —Nurse Educator Option

Family Nurse Practitioner

Nurse Anesthesia

Master of Social Work (M.S.W.)

Professional Science Masters (P.S.C.)

Biotechnology

Graduate Certificate

Addiction Studies

Aging Studies

Educational Leadership —Curriculum Director —Gifted, Talented & Creative —Gifted, Talented & Creative Director —K-12 Special Education —School Principal —Special Education Director
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Dyslexia Therapy

History

Health Care Management

Health Communication

Healthcare Emergency Management

Health Sciences Education

Clinical Mental Health Counseling

Nurse Educator

Play Therapy

Admission

The Graduate School is open to persons holding at least a bachelor's degree from an accredited college or university and whose undergraduate or graduate work has been of sufficient quality and scope to enable them to profitably pursue graduate study. Arkansas State University offers equal educational opportunity to all persons without regard to race, religion, sex, age, creed, color, national origin, or physical disability.

GENERAL INFORMATION

Applicants for admission to graduate study should apply online at <http://www.astate.edu/graduate>. Official transcripts of all undergraduate and graduate work must be submitted to the Office of Admission, Records and Registration, PO Box 1570, State University, AR 72467. All applicants also must submit written proof of measles, mumps and rubella immunization. This immunization must have been received after the first birthday and after January 1, 1968. Arkansas law requires that in order to be eligible for enrollment at a public institution of higher learning an applicant who is a U.S. citizen and a male under the age of 26 must be registered or be exempt from registration with the selective service system. Application materials become the property of the university and may not be returned to the applicant or forwarded to other institutions. Application materials will be kept on file. If seeking admission at a later date, applicants must submit a new on-line application for the degree and term in which they wish to be admitted and may be required to update some or all of their application materials.

All applications must be accompanied by a nonrefundable application fee. The fee is \$50 for students seeking admission to doctoral study and \$30 for students seeking admission to specialist or master-level study. A \$40 fee is required of international students seeking admission to specialist or master-level study. Fees can be remitted online during the application process, over the phone to the Cashier's Window at 870-972-3847 or by mailing a check or money order payable to Arkansas State University, Cashier's Window, PO Box 2640, State University, AR 72467. Applications will be processed once the payment is received. If applications are received without payment, all application materials will be held and the applicant notified that no action will be taken until payment is received. International students apply directly to the Office of International Programs.

An application may, depending on the timely submission of the required materials and the extent of review required, take from a few days to many weeks to process. Some programs have specific application deadline dates, while others do not. Because application procedures and requirements vary by program, applicants are encouraged to check for particular program requirements and deadlines in the appropriate section of the Bulletin or online at <http://www.astate.edu/college/graduate-school/degrees-offered/>. Applications to specific programs are reviewed by program faculty before an admission decision is recommended to the Graduate School. Applicants are encouraged to submit all materials at the earliest possible date, preferably no later than six weeks prior to the beginning of the semester, to assist in a smooth application process. Late application may delay registration and limit course selection.

When consideration of the applications for admission to both the Graduate School and the specific degree program has been completed, the Office of Admissions, Records and Registration will inform the applicant of the admission decision, including any conditions that may be imposed. A student may be admitted into the Graduate School in either Unconditional status or Conditional status.

ADMISSION REQUIREMENTS

Applicants will be required to meet admissions criteria established by the Graduate School for Unconditional or Conditional status in order to enroll in graduate courses. Meeting the minimum requirements for admission to the Graduate School does not necessarily ensure acceptance into a particular graduate degree program. Individual departments may establish requirements for individual degree programs above and beyond the standards for admission to the Graduate School. (See departmental sections of this Bulletin or online at <http://www.astate.edu/college/graduate-school/> for specific program admission requirements.) A degree-seeking student admitted to one program who decides to change to another program must meet the admission requirements of the new program.

UNCONDITIONAL ADMISSION STATUS

The following Graduate School admission requirements are minimum standards which identify the pool of applicants from which departments select students to be admitted to a degree program. To be granted Unconditional Admission Status in the Graduate School, applicants must have

1. Submitted a completed application for admission and the designated nonrefundable application fee to the office of the Graduate School at least 30 days in advance of registration.
2. Earned a baccalaureate degree from an accredited institution (or its equivalent as determined by the Graduate School).
3. Achieved a minimum cumulative undergraduate grade point average of 2.75 on a 4.00 scale or a 3.00 GPA on the last 60 hours.
4. Achieved a minimum 3.00 GPA on any previous graduate courses completed at either Arkansas State University or another accredited university.
5. Submitted official transcripts from each college or university as requested by the Graduate School. Official transcripts must be submitted directly from the registrar of other institutions to the office of the Graduate School at Arkansas State University.

CONDITIONAL ADMISSION STATUS

An applicant who fails to meet the GPA requirements for Unconditional Admission Status, who lacks the appropriate undergraduate background for a particular degree program, or whose baccalaureate degree is from an unaccredited institution, may be granted Conditional Admission Status after

1. Submission of a completed application for admission and the designated nonrefundable application fee to the office of the Graduate School.
2. Submitted official transcripts from each college or university as requested by the Graduate School. Official transcripts must be submitted directly from the registrar of other institutions to the office of the Graduate School at Arkansas State University.
3. Achieving a minimum cumulative undergraduate grade point average of 2.50 on a 4.00 scale or a 2.75 GPA on the last 60 hours for admission into a graduate program or for admission as a non-degree student (see "Admission as a Graduate Non-degree Student").

ACADEMIC RECORDS PRIVACY RIGHTS

Arkansas State University intends to comply fully with the Family Educational Rights and Privacy Act (FERPA) of 1974 which was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with FERPA office concerning alleged failures by the institution to comply with the Act.

Questions concerning the Family Education Rights and Privacy Act should be referred to the Registrar's Office.

TYPES OF ADMISSION

Applicants may be admitted to the Graduate School as either Degree-seeking students or Non-degree students. The Graduate Degree-seeking student classification is for those who wish to pursue a specific graduate degree program. The Graduate Non-degree student classification is for those who wish to enroll in graduate courses but who do not wish to pursue any graduate degree at the university.

ADMISSION TO A DEGREE PROGRAM

In addition to meeting the minimum requirements of the Graduate School, an applicant for admission to a doctoral, specialist, or master degree program also must meet departmental and/or program requirements. Applicants to a degree program must hold a baccalaureate or higher degree from an accredited four-year institution with the appropriate undergraduate background in the field of the proposed academic emphasis. Additional requirements and materials for admission to particular degree programs are found elsewhere in the Bulletin or online at <http://www.astate.edu/college/graduate-school/degrees-offered/>. Be sure to check the section related to the college that houses the program in which you are interested.

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

Degree-seeking students must have submitted all additional application materials for the particular degree program and must have been accepted into the program by the appropriate department selection committee and the dean of the Graduate School. See Admission Requirements for the particular degree program elsewhere in this Bulletin or online at <http://www.astate.edu/college/graduate-school/degrees-offered/>.

ADMISSION AS A GRADUATE NON-DEGREE STUDENT

This option is for those seeking personal development, those fulfilling professional renewal requirements, those returning for educational workshops, and transient students. Students who have been admitted to another accredited graduate school and wish to take courses for transfer may establish Non-degree status by submitting an application for admission and a graduate transcript indicating good standing from the other institution.

Non-degree students may take an undergraduate and/or graduate course for which they qualify, with concurrence of the department offering the course. Departments, however, may restrict non-degree students from enrolling in designated courses. Departments also may require that non-degree students must consult with an adviser from the department before enrolling in any classes. Former or currently-enrolled non-degree students who want to apply for admission to a degree program must meet all requirements of that program.

Admission as a non-degree student does not imply that the student meets either Unconditional Status or graduate degree program admission requirements. Graduate credit earned as a non-degree student may be applied to a degree program only with approval of the appropriate department chair and the graduate dean. No more than 12 hours earned in non-degree status and no courses with a grade lower than "B" may be applied to a graduate degree. Non-degree admission does not entitle the student to enroll in the 7000 or 8000 level courses. Exceptions may be made for those holding an appropriate master's degree in a relevant field as accepted by the Department of Educational Leadership, Curriculum, and Special Education. Enrollment in 7000-level courses with COUN and PSY prefixes requires admission to the Ed.S. in Psychology and Counseling, unconditional admission to another university's accredited post-master degree program with a major in psychology or counseling, or (with permission) admission to the Ed.S. in Educational Administration, the Specialist in Community College Education Program, or the Ed.D. in Educational Leadership. Enrollment in 8000-level courses is restricted to those who have been admitted to pursue the doctoral degrees.

ADMISSION AS AN UNDERGRADUATE INTO THE ACCELERATED MASTERS PROGRAM

The Accelerated Master's degree option provides a transition that enables outstanding Arkansas State University undergraduate students to begin taking graduate course work in their junior or senior year and thus combine components of the undergraduate and graduate curriculum. Students admitted into an approved Accelerated Masters Degree Program may have a limited number of graduate level courses counted toward both the undergraduate and graduate degree. Students must apply and be admitted to the accelerated master's program by the department and the Graduate School before enrolling for any courses to apply to the graduate degree. Graduate programs at Arkansas State University offering an accelerated option are listed:

- Accounting (MAcc)
- Agriculture (M.S.A.) - All Concentrations
- Chemistry (M.S.)
- Computer Science (M.S.)
- Disaster Preparedness and Emergency Management (M.S.)
- History (M.A.)
- Political Science (M.A.)
- Special Education – Instructional Specialist Grades K-12 (M.S.E.)

Depending on the program, up to 12 hours of graduate credits will apply toward completion of the undergraduate degree requirements. Under the Accelerated Master's degree option, a student will be fully admitted to the Graduate School upon completion of the baccalaureate degree. This dual counting of a course for both undergraduate and graduate credit will only occur after the student completes the baccalaureate degree. Only courses with grades B or better will be eligible to count toward graduate credit. Undergraduate students interested in the Accelerated Master's opportunity should contact their department or the Graduate School for admission information.

ADMISSION AS A SENIOR TO ENROLL IN GRADUATE COURSES

Seniors at Arkansas State University may register for graduate credit if they meet all of the following criteria:

- Must be within 12 semester hours of completion of the bachelor's degree at ASU in the semester in which the dual enrollment is to occur.
- Met the GPA requirements for unconditional admission to the Graduate School.
- Obtain approval of the faculty advisor, the course professor and the graduate dean.

Seniors may then enroll in a maximum of 12 hours of graduate work, provided the total undergraduate and graduate hours do not exceed 15 semester hours. A course used toward an undergraduate degree cannot be counted or used later for graduate credit, except in the case of enrollment in an approved Accelerated Masters Program. Students will receive graduate credit only if the requirements for the bachelor's degree have been met by the end of the term and all requirements for admission to the Graduate School are met.

Enrollment under these conditions is limited to one term. Graduate tuition will be charged for all graduate courses.

Other exceptional undergraduate students who have attained senior status but are not in their last 12 hours and who wish to enroll in graduate school will be considered on a case-by-case basis.

ADMISSION OF STUDENTS FROM OTHER INSTITUTIONS

Graduate students transferring to Arkansas State University from other institutions must be in good standing with the institution from which they seek to transfer, must have a "B" average in all graduate work completed, and must meet Arkansas State University's criteria for admission to graduate study. For admission to a particular degree program, transferring graduate students must meet the established criteria of the degree program.

ADMISSION OF INTERNATIONAL STUDENTS

The International Admissions admits graduates of foreign colleges and universities and citizens of foreign countries if they can provide appropriate evidence of proficiency in the use of the English language, establish academic eligibility for admission, and provide certification by reputable financial institutions (acceptable to Arkansas State University) stating that financial resources are available to support the individuals during the stay in the United States. Coursework completed at foreign institutions is not normally accepted for graduate transfer credit. International student applicants must demonstrate a satisfactory level of proficiency in the English language if English is not their native language. Citizens of the British Isles, the English speaking portions of Canada and the West Indies, Australia, and New Zealand are considered to have native ability in English. Applicants whose native language is not English but who have completed four-year bachelor's degree programs at accredited institutions in the United States or in any of the above mentioned countries will be considered proficient in English. For applicants whose native language is not English and who do not have bachelor's degrees from accredited institutions in the United States or the above mentioned countries, proficiency in English may be demonstrated by submitting scores of 550 on the paper-based, 79 on the internet-based Test of English as a Foreign Language (TOEFL); or a score of 6 on the International English Language Testing System (IELTS) exam.

The academic requirements for admission of international students are as follows:

1. The academic preparation of applicants must be the equivalent of a four year bachelor's degree from an accredited institution of the United States.
2. The records of previous studies must reveal appropriate standards of academic achievement.
3. Applicants must meet all Graduate School and all program admission requirements.

Admission processing of all international students is done through the Office of Admissions, Records and Registration. They may be reached by e-mail international@astate.edu, by phone at (870) 972-2031, by fax at (870) 972-3917, or by letter at International Admissions, P.O. Box 1570, State University, AR 72467, USA

ADMISSION TO THE MASTER'S DEGREE PROGRAMS

Applicants to the master's degree programs must hold a baccalaureate degree from an accredited four-year institution with the appropriate undergraduate background in the field of proposed academic emphasis. Applicants must submit the following to the Graduate School:

1. A completed application for admission. Applications should be submitted at least six weeks before the registration date of the term which the applicants plan to attend.
2. A \$30 nonrefundable application fee. Checks must be made payable to Arkansas State University. If applications are received without payment, the Graduate School will hold all application materials and notify the applicants that no action will be taken until payment is received.
3. One copy of official transcripts of all previous undergraduate and graduate coursework attempted to be sent directly from the institution(s) previously attended.

Admission test scores are required for admission into certain master's degree programs. Consult the appropriate program section of this Bulletin or online at <http://www.astate.edu/college/graduate-school/> to determine if the Graduate Record Examination, Miller Analogies Test, or Graduate Management Admission Test is required in the proposed program of academic emphasis.

SECOND MASTER'S DEGREE POLICY

In individual cases, when permitted by the program and upon the recommendation of the adviser, credits earned at Arkansas State University for one master's degree may, if appropriate to another degree plan, be applied toward the requirements for a second master's degree. No more than one-half of the total hours for the second degree may come from a previous degree program and credits applied under this policy must have been earned within the six year limit for completion of the second degree.

Academic Regulations

GRADUATE COURSES AND CREDIT

Graduate credit will be given only for courses described in this bulletin under the heading Graduate Course Descriptions. Master's degree candidates must complete a minimum of 18 semester hours in courses numbered at the 6000 level. For master's degrees requiring more than 30 hours, at least 50 percent of the credit hours must be completed at the 6000 level. A course completed at the 4000 level for undergraduate credit cannot be taken again at the 5000 level for graduate credit. No more than six semester hours of credit earned through independent study may be applied toward a graduate degree. Graduate students enrolled in courses numbered 5000 through 5999 must do special work in addition to that required of undergraduates in the courses numbered 4000 through 4999. A masters degree program traditionally consists of courses numbered 5000 and 6000. Courses numbered 7000 and above are normally reserved for specialist and doctoral programs. Check the particular degree program section for program specific restrictions or deviations.

ASSESSMENT REQUIREMENTS

Arkansas State University (ASU) is dedicated to providing quality academic programs and committed to transparency of student learning outcomes; therefore, assessment for improvement of academic programs and learning is of primary importance to the university. Students are responsible for participating in state and institutional assessment exams or related activities. Failure to participate in required assessments can prevent registration and delay degree completion and graduation.

SPECIAL STUDIES COURSES

Special courses of study may, upon request, be organized in any college at any level of study to meet the needs of interested groups. The second digit of the course numbers for such courses, which must be approved through normal university curriculum channels, will always be 9. The letter prefix will show the department offering the course, the first digit will indicate the level of study, and the last digit will show the hours of credit. Credit earned in some special studies courses may not be applicable toward a degree.

AUDITING COURSES

All students auditing a course will pay the regular course audit fee as shown under the heading Fees and Expenses. No credit will be awarded for courses audited. Audited courses Will be counted as part of the stated maximum load for a semester or term. Only those persons who have been admitted to the Graduate School are eligible to audit a graduate course. Auditors are expected to meet all requirements for a course other than taking examinations and completing formal written papers. The names of those persons registered to audit a course will appear on the class roster, and at the end of the enrollment period the professor will determine whether the audit designation AU should be entered on the student's permanent record. Permission of professor is required for audit.

ATTENDANCE POLICY

There is no formal attendance policy for graduate level courses as class attendance is a critical component of learning and students are expected to attend and participate fully in all scheduled class meetings and activities. Any attendance policy is established by the faculty of record for a given class. Students who do not attend traditional classes or participate in online courses during the first eleven class days of a fall or spring semester, or the first five class days of a five week term, will be assigned a grade of WN – withdrawal for non-attendance, and are withdrawn from the class. The WN grade does not impact GPA calculation. Students who initiate attendance but discontinue attendance or completion of assignments without officially dropping a class are assigned a grade of FN – failure for non-attendance. The FN grade is equivalent to a grade of F for calculating GPA and academic standing. Academic standing, not attendance, determines whether or not the student is eligible for continued enrollment (see probation, suspension and readmission of suspended students).

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

TRANSFER CREDIT

Subject to the approval of the student's adviser and the graduate dean, a student who has a "B" grade average or above in graduate work from another approved institution may be permitted to transfer a maximum of nine semester hours of credit. Only work with "B" or better grades earned at an accredited graduate school and acceptable toward a graduate degree at that institution will be considered for transfer. No correspondence courses may be transferred.

GRADING SYSTEM

Students have access to view official grades at the end of each semester and each summer term in which they are enrolled.

Arkansas State University is on a four-point grading system. The grading system includes permanent letter grades and grade point values as follows:

GRADE	DESCRIPTION	EXPLANATION	GRADE PTS./HR
A	excellent	for outstanding achievement	4
B	good	for less than outstanding but demonstrating better performance than the normal competency required for satisfactory progress toward graduation	3
C	satisfactory	for performance that demonstrates the normal competency required for satisfactory progress toward graduation	2
F	failure	for performance that does not meet minimum course requirements and for which no degree credit is justified	0
P	pass	for satisfactory performance	0
CR	credit	not requiring letter grades	0
NC	no credit	for NOT meeting minimum degree credit standards for courses not requiring letter grades	0

In addition to the grades listed above, the grading system utilizes the following:

GRADE	DESCRIPTION	EXPLANATION	GRADE PTS./HR
AU	audit	for meeting all course requirements except taking examinations and completing written papers	0
IP	in progress	Thesis and dissertation only	
I	incomplete	for students' inability to complete all course requirements for reasons beyond their control. (An incomplete grade not removed within one semester will be recorded as an F.)	0
W	withdrawal	for dropping an individual course OR for complete withdrawal from the university	0
WN	administrative drop	dropped for non-attendance during the first eleven days of class	0
FN	failure	failure to attend and not withdraw from the University	0

Students' grade point averages are computed by multiplying the number of hours credit of each grade by the grade points assigned to that grade and dividing the sum of these several products by the total number of hours in which the students were enrolled. Grades of P, CR, and NC are not assigned grade points, and hours associated with these grades are not used in computing grade point averages.

An incomplete grade not removed within one semester, or 60 days in the case of courses in online degree programs that deliver their courses in increments other than the traditional semester, unless extenuating circumstances are provided in writing to the Graduate School, will be recorded as "F."

No grade below "C" will be accepted for graduate credit.

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

NOTE: Any “Grade Change Report” form will be accepted only if submitted prior to the close of the semester immediately following the one in which the original grade was recorded. However, the “WN” grade may not be appealed.

ELIGIBILITY FOR DEGREE

A cumulative graduate GPA of 3.00 or higher on all coursework used toward the graduate degree is required and a cumulative graduate GPA of 3.00 or higher on all coursework taken from the academic college of the graduate degree sought is required before a graduate degree can be awarded.

PROBATION

Any graduate student whose cumulative GPA on all courses taken for graduate credit falls below 3.00 at the end of a semester will be placed on probation. Students may be removed from probation by raising their cumulative GPA to 3.00 or better at the end of a semester. Failure to make a grade of “B” or better in each course taken while on probation will result in suspension from further graduate work. A graduate student on probation may not hold an assistantship and is not eligible for graduation.

SUSPENSION

Any graduate student who receives a grade of “F” in any graduate-level course will be ineligible to register for further graduate work. A grade of “I” will be converted to “F” if it is not removed before the last day to withdraw during the next semester in which the student is enrolled at the university or within one calendar year if the student does not enroll.

READMISSION OF SUSPENDED STUDENTS

After one regular semester or full summer in suspended status, students may be readmitted on probation, but only upon recommendation of their adviser and department chair and with the approval of the dean of the Graduate School. Readmission to Graduate School does not imply readmission to a particular degree program. The student must reapply to the program.

DROPPING INDIVIDUAL COURSES (OTHER THAN ONLY ENROLLED COURSE)

The final date for dropping individual courses is the last day of the 10th week of classes in a semester, the 38th class day in a ten-week term (class that spans two five-week terms), the 26th class day in an eight-week term, the 17th class day in a five-week term, the 10th class day in a three-week term, and the sixth class day in a two-week term.

Students who drop individual courses will receive a grade of W in the courses. Students enrolled in only one course cannot drop that course, rather they must withdraw from the university.

WITHDRAWAL FROM THE UNIVERSITY (INCLUDING DROPPING ONLY ENROLLED COURSE)

Students withdrawing from the university during a session must obtain a withdrawal card from Advisement Services. Approval must be secured from the individuals and offices listed on the withdrawal card. This process must be completed two business days prior to the beginning of the final examination period in order to have the official date of withdrawal recorded on the permanent record. Grades earned in courses completed prior to official withdrawal from the university (i.e., short courses) will not be affected by that withdrawal.

Students who cease to attend classes without processing an official withdrawal automatically receive an F in all courses in which they were enrolled.

GRADUATE STUDENT LOAD

The load of full-time graduate students may not exceed 15 semester hours, including any undergraduate courses, per regular semester or the full summer term (which includes May and August interim) without special overload permission. The total academic load resulting from concurrent enrollments at Arkansas State University and other institutions shall not exceed the maximum loads stated above.

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

Nine graduate hours or more for Fall and Spring terms are considered full-time; six hours or more cumulative over all summer terms are considered full-time. Graduate students enrolled in an accelerated on-line degree program are considered full-time when enrolled in at least three graduate hours.

GRADUATE ASSISTANTSHIPS

Students admitted to the Graduate School may be eligible to receive financial support in the form of an assistantship. The primary purpose of graduate assistantships is to promote the student's successful completion of an academic program while giving them experience working in an academic environment. Graduate assistantship assignments provide support of the university's teaching, research or service missions for the benefit of the student in an area closely related to the student's chosen field of study.

There are three types of graduate assistantships at Arkansas State University: graduate teaching assistants (GTA); graduate research assistants (GRA); and graduate administrative support assistants (GSA).

Graduate Teaching Assistant: A graduate teaching assistant (GTA) works with a supervising faculty member to gain instructional skills and an increased understanding of the discipline. The GTA's primary responsibilities are to support the university's instructional mission. Services provided by a GTA may include some or all of the following: classroom or laboratory teaching; advising and mentoring of students; proctoring examinations; grading papers, homework, and/or projects; accompanying/coaching musical or vocal performances; providing artistic instruction or assisting with preparation and management of materials and programs that are utilized in imparting knowledge or in the instructional process; or providing other general assistance in the instruction process.

Graduate Research Assistant: A graduate research assistant (GRA) works with a supervising faculty member to provide general support to the university's research mission. These responsibilities may or may not relate directly to the student's thesis or dissertation. Duties of the GRA primarily involve applying and mastering research concepts, practices, or methods of scholarship. Services provided by a GRA may include some or all of the following: assisting faculty members in a research or creative activity; performing degree-related professional or administrative services that support research, instruction, professional development, or outreach missions of the university; developing and evaluating instructional materials or curricula; or assuming responsibility for designated scholarly endeavors.

Graduate Administrative Support Assistant: A graduate administrative support assistant (GSA) works with university administrators to gain leadership and administrative/program management skills and an increased understanding of the administrative aspects of the discipline. The GSA's primary responsibilities are to provide general services to administrators in support of the university's mission. These responsibilities may or may not be directly related to the student's chosen field of study. Services provided by a GSA may include some or all of the following: assisting with the development of program materials, planning and co-hosting special events, gathering information and generating reports, office correspondence, program promotion, general public administration duties, and other essential functions of the discipline or program.

Student Workers: A student worker is different from a graduate assistant. A student worker is an employed student who may not meet some or all of the above criteria pertaining to graduate assistants. Student workers must be paid based on actual time worked as assigned. Documentation of hours worked via a time sheet and an hourly wage of at least the minimum wage are required.

GRADUATE ASSISTANT LOAD

Master and Specialist level graduate assistants must complete a minimum of six hours of graduate credit during a regular semester and will not be permitted to enroll for more than 12 hours of credit including both graduate and undergraduate courses. Students enrolling for fewer than six hours of graduate credit in a regular semester are not eligible to hold a graduate assistantship. Graduate assistants will be permitted to enroll in a maximum of seven semester hours at the graduate level in a five-week summer term. They must complete at least three semester hours at the graduate level in the combined summer terms if they hold an assistantship during any summer term. All Doctoral level graduate assistants are required to take a minimum of nine credit hours during the regular semester and three credit hours during each summer term an assistantship is held.

GRADUATE ASSISTANTSHIP WORKLOAD AND APPOINTMENTS

The Graduate School limits the workload of graduate assistantships in order to ensure that students make adequate satisfactory academic progress and complete their degrees within appropriate time limits. A full graduate assistantship is estimated to be the equivalent of 20 hours of work per week. These guidelines are applicable to all academic terms.

TIME LIMIT ON THE USE OF GRADUATE SCHOOL ASSISTANTSHIP FUNDS

Students in master's programs may not receive assistantship support from Graduate School funds after their fifth semester of enrollment (excluding summer sessions). Students in doctoral programs may not receive assistantship support after their eighth semester of enrollment (excluding summer sessions).

GRADUATE ASSISTANTSHIP TUITION WAIVERS

All graduate students employed in a full Graduate Assistantship (20 hours/week) for the entire semester will receive a waiver of the out-of-state/international portion of the tuition and will be responsible for paying the in-state portion of the tuition for that semester. All graduate students employed in a Doctoral Graduate Assistantship position will have the in-state portion of the tuition paid by the Graduate School (if employed on Graduate School funds) or arranged by the student's graduate program (if employed by other than Graduate School funds). All Graduate Research Assistants at the master's and specialist level will have the in-state portion of the tuition paid as arranged by the student's graduate program.

GRADUATE SCHOOL APPEALS AND GRIEVANCE PROCESSES

Graduate student appeals and grievance processes are outlined in the ASU Student Handbook available in the Office of Student Affairs. All grievances should first be taken to the student's graduate adviser, who will inform the student of the correct procedures to follow. Following proper channels for appeals and grievances is essential to obtain a timely and efficient resolution.

APPLICATION FOR THE DEGREE

All candidates are required to submit an intent to graduate notification and pay the graduation fee at the time they enroll for the final registration period before completing all requirements for the degree, except that students who expect to complete the requirements for the degree during the second summer term must submit an intent not later than the registration date for the first summer term. If the student is unable to graduate at the end of the semester for which application has been made, a new intent to graduate notification and fee must be submitted if the degree is not completed in the term within which the original application was filed. Acceptance of candidates' intentions will be determined by the students' advisers and the graduate dean.

THESES AND DISSERTATIONS

Some graduate programs require a thesis or dissertation; in others they are optional. Students who are writing theses or dissertations must form a committee and have their thesis or dissertation proposals approved at least one semester before they defend theses or dissertations. A student will not be permitted to register for thesis or dissertation hours until the Graduate School has received Committee and Proposal Approval forms from the student's department.

APPROVAL OF THESIS OR DISSERTATION RESEARCH BY THE IRB AND OTHER RESEARCH COMPLIANCE COMMITTEES

Under federal regulation, all institutions receiving funds from any of 16 federal agencies, including USDA, NASA, NSF, EPA, Department of Education, and NIH, are required to establish institutional review boards to monitor all funded research involving humans. Human research is defined as any systematic activity involving the collection and/or analysis of data on human subjects for the purpose of advancing

generalizable knowledge, unless this activity is specifically exempted by current federal regulations. It is the policy of this university to apply the regulations to all research and research related activities, funded or not, which involve humans. Thesis or dissertation research involving human subjects is included. Copies of the Arkansas State University Institutional Review Board Information Packet are available in the Office of Research and Technology Transfer.

Research involving live animals, hazardous materials, recombinant DNA, or radioactive materials may also require approval by the appropriate compliance committee. Contact the Research Compliance Officer in the Office of Research and Technology Transfer for additional information.

Graduate School Degree Policies

MASTER'S DEGREE POLICIES

GENERAL REQUIREMENTS

The program of study must include a minimum of 30 semester hours of graduate coursework and in the case of the Master of Arts, Master of Music Education, Master of Science, Master of Science in Agriculture and a Master of Science in Education in secondary teaching fields must include at least 21 semester hours in the major. (See major department section for specific degree requirements.)

TRANSFER CREDIT

Subject to the approval of the students' advisers and the graduate dean, master's students who have a "B" grade average or above in graduate work from another approved institution may be permitted to transfer a maximum of nine semester hours of credit. Only work with "B" or better grades earned at an accredited graduate school and acceptable toward a graduate degree at that institution will be considered for transfer.

COMPREHENSIVE EXAMINATION

All candidates for master's degrees are required to take a comprehensive examination over their program of study. The comprehensive examination may be written or oral or both, or may involve a practicum or internship experience as determined by the department in which the major is earned. An examination period is scheduled by each department during each full semester (Fall and Spring) and once in the Summer. The date of the examination is announced during the second week of the session by each department in writing to all enrolled students and to all previously enrolled students who have requested notification.

Master's candidates may choose to take the comprehensive examination during any enrollment period at the departmentally scheduled time. Students must notify the department chair of the intent to sit for the examination at least two weeks prior to the scheduled test date.

Students must pass the examination within the six-year time limit for completion of degree requirements. The language requirement or other research tool must have been fulfilled before completing the comprehensive examination for those degree programs having a language requirement or other research tool. Prior to a deadline established by the Graduate School for each enrollment period, the Graduate School must be notified in writing when students have passed or failed the examination. Students failing the examination may repeat it at a time approved by the comprehensive examination committee but no earlier than the next scheduled period.

Before taking the examination again, students should consult with the committee which may require the completion of additional coursework or other additional study.

Students who fail the comprehensive examination the second time will be dropped from eligibility for the degree.

THESIS

A thesis is required for the Master of Science in Biology and the Master of Science in Engineering. A thesis is optional in other master's degree programs. Where required or elected, the thesis will carry six hours of credit. Students may not register for thesis credit until they have formed a committee and the committee has approved the proposed topic. Credit is awarded only upon completion and approval of the thesis. The student must be enrolled for Thesis the semester the thesis is completed and approved by committee, even if all required thesis-credit hours have already been met. No letter grade is given. An oral examination over the thesis is required.

The thesis must demonstrate the student's capacity for creative expression, research, ability to organize and interpret data, and ability to report research in an acceptable style. The thesis subject is approved by the major professor and by the student's thesis committee no later than the close of the semester preceding that in which the student is planning to complete degree requirements. If degree completion is planned for a summer session, the thesis subject must be approved no later than 60 days

after the first day of classes in the spring semester. The thesis shall be in the form prescribed by the Graduate School as presented in the Guide for Writers of Dissertations and Theses, available in the Graduate School.

The acceptance of the thesis, including its defense, lies with the student's thesis committee. The thesis must be in the hands of the major professor at least four weeks before the commencement date. The original, with the Thesis Defense Form signed by all thesis committee members, must be turned in to the Graduate School by the deadline listed in this Graduate Bulletin. The completed thesis will be submitted online through Proquest according to the Thesis/Dissertation guide located on the Graduate School website. The student is required to purchase three copies of their thesis for: Library, their advisor and their department.

THESIS COMMITTEE

The department chair and college dean, upon recommendation of the major professor, will appoint the student's thesis committee. This committee will consist of the major professor as chair, two additional graduate faculty members representing areas of the student's major, and others as deemed appropriate. The Thesis Committee Appointment form should be completed and submitted to the Graduate School for approval by the graduate dean.

TIME TO DEGREE

The time allowed for completion of the master's degree is six years, exclusive of time spent in the armed forces of the United States. Graduate work completed prior to six years from the students' date of completion of the degree cannot be used to satisfy degree requirements. Transfer credit taken prior to admission at Arkansas State University will be included in the six year limit.

SPECIALIST DEGREE POLICIES

GENERAL REQUIREMENTS

The Specialist degree programs are sixth-year programs of studies consisting of a minimum of 30 hours beyond the Master's degree. Each candidate's program will be planned during the initial enrollment period with the advisory committee to ensure that professional requirements are met.

TRANSFER CREDIT

Subject to the approval of the students' advisers, the Departmental Committee on Admissions, and the graduate dean, specialist students who have a "B" grade average or above in graduate work from another approved institution may be permitted to transfer a maximum of nine semester hours of credit. Requests for work to be taken at another institution for transfer must have the advanced approval of the students' advisers, committee on admissions, and the graduate dean. Only work with "B" or better grades earned at an accredited graduate school and acceptable toward a graduate degree at that institution will be considered for transfer.

SELECTIVE RETENTION

Admission to a specialist degree program, admission to candidacy for the degree, and final awarding of the degree may be denied for unsatisfactory scholarship, or on the grounds of unsatisfactory mental, moral, or emotional attributes. An overall grade point average of 3.00 will be required for the specialist degrees.

COMPREHENSIVE EXAMINATION

All candidates for specialist degrees are required to take a comprehensive examination over their program of study. The comprehensive examination may be written or oral or both as determined by the department in which the major is earned. An examination period is scheduled by each department during each enrollment period. The date of the examination is announced during the second week of the session by each department in writing to all enrolled students and to all previously enrolled students who have requested notification.

Specialist candidates may choose to take the comprehensive examination during any enrollment period at the departmentally scheduled time. Students must notify the department chair of the intent to sit for the examination at least two weeks prior to the scheduled test date. Students must pass the examination within the six year time limit for completion of degree requirements. Students will not be permitted to take the comprehensive examination unless a "B" average has been earned on all graduate work completed.

The examination shall be prepared and graded by the comprehensive examination committee selected from the faculty by the chair of the major department and the dean of the college with the approval of the graduate dean. Prior to a deadline established by the Graduate School for each enrollment period, the Graduate School must be notified in writing when students have passed or failed the examination. Students failing the examination may repeat it at a time approved by the comprehensive examination committee but no earlier than the next scheduled period. Before taking the examination again, students should consult with the committee which may require the completion of additional coursework or other additional study.

Students who fail the comprehensive examination the second time will be dropped from candidacy for the degree.

THESIS

A thesis is required for the Ed.S. in Reading. A thesis is optional in other Ed.S. degree programs. Where required or elected, the thesis will carry six hours of credit. Students may not register for thesis credit until they have formed a committee and the committee has approved the proposed topic. Credit is awarded only upon completion and approval of the thesis. The student must be enrolled for Thesis the semester the thesis is completed and approved by committee, even if all required thesis-credit hours have already been met. No letter grade is given. An oral examination over the thesis is required.

The thesis must demonstrate the student's capacity for creative expression, research, ability to organize and interpret data, and ability to report research in an acceptable style. The thesis subject is approved by the major professor and by the student's thesis committee no later than the close of the semester preceding that in which the student is planning to complete degree requirements. If degree completion is planned for a summer session, the thesis subject must be approved no later than 60 days after the first day of classes in the spring semester. The thesis shall be in the form prescribed by the Graduate School as presented in the Guide for Writers of Dissertations and Theses, available in the Graduate School.

The acceptance of the thesis, including its defense, lies with the student's thesis committee. The thesis must be in the hands of the major professor at least four weeks before the commencement date.

The original, with the Thesis Defense Form signed by all thesis committee members, must be turned in to the Graduate School by the deadline listed in this Graduate Bulletin. The completed thesis will be submitted online through Proquest according to the Thesis/Dissertation guide located on the Graduate School website. The student is required to purchase three copies of their thesis for: Library, their advisor and their department.

THESIS COMMITTEE

The department chair and college dean, upon recommendation of the major professor, will appoint the student's thesis committee. This committee will consist of the major professor as chair, two additional graduate faculty members representing areas of the student's major, and others as deemed appropriate. The Thesis Committee Appointment form should be completed and submitted to the Graduate School for approval by the graduate dean.

TIME TO DEGREE

The time allowed for completion of the specialist degree is six years, exclusive of time spent in the armed forces of the United States. Graduate work completed prior to six years from the students' date of completion of the degree cannot be used to satisfy degree requirements. Transfer credit taken prior to admission at Arkansas State University will be included in the six year limit.

DOCTORAL DEGREE POLICIES

Doctoral degree policies can be found in the respective degree sections for those programs:

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP PROGRAM

Policies specific to the Ed.D. in Educational Leadership degree may be found in the College of Education and Behavioral Sciences section.

DOCTOR OF PHILOSOPHY IN HERITAGE STUDIES PROGRAM

Policies specific to the Ph.D. in Heritage Studies may be found in the College Humanities and Social Science section.

DOCTOR OF NURSING PRACTICE

Policies specific to the D.N.P. may be found in the College of Nursing and Health Professions section.

DOCTOR OF PHYSICAL THERAPY

Policies specific to the D.P.T. may be found in the College of Nursing and Health Professions section.

DOCTOR OF OCCUPATIONAL THERAPY

Policies specific to the OTD may be found in the College of Nursing and Health Professions section.

DOCTOR OF PHILOSOPHY IN ENVIRONMENTAL SCIENCES PROGRAM

Policies specific to the Ph.D. in Environmental Sciences degree may be found in the College of Sciences and Mathematics section.

DOCTOR OF PHILOSOPHY IN MOLECULAR BIOSCIENCES PROGRAM

Policies specific to the Ph.D. in Molecular Biosciences degree may be found in the College of Sciences and Mathematics section.

Fees and Expenses

<http://www.astate.edu/a/treasurers-office/>

Payment is due in full within the first five (5) days of class or start of term. Students unable to meet this requirement should contact the Treasurer's Office.

Late fees will be assessed on past-due installment plans and outstanding balances with no payment arrangements.

Those students who fail to clear their accounts will not be permitted to register for future terms. A "hold" will be placed on the student's record, and information will not be released until the account is paid.

Any unpaid charges will remain the liability of the debtor and may be subject to collection fees, attorney fees, credit bureau reporting, or state income tax attachment (Act 732 of 1986 as amended.)

THE UNIVERSITY RESERVES THE RIGHT TO CHANGE THE AMOUNT OF FEES AND RELATED POLICIES OR TO ADD NEW ONES AT ANY TIME IF SUCH ACTION IS DEEMED NECESSARY.

Any fee changes are reflected on the ASU website. To access downloadable tuition and fee tables, please visit the Treasurer's Office at:

<http://www.astate.edu/a/treasurers-office/>

GENERAL REGISTRATION FEES PER TERM	PER HOUR
Undergraduate Tuition	
Arkansas Resident	\$202.00
Non-Resident	\$404.00
International	\$404.00
Graduate Tuition	
Arkansas Resident	\$257.00
Non-Resident	\$514.00
International	\$514.00
Infrastructure Fee	\$4.00
Athletics Fee	\$19.00
Student Union Fee	\$10.00
Information Technology Fee	\$10.00
Library Fee	\$6.00
Student Recreation Fee	\$7.00
Academic Excellence Fee	\$6.00
Facilities Fee	\$4.00
Deferred Maintenance Fee	\$3.00
First Year Experience Fee (Making Connections courses only)	\$10.00
Identity Compliance Fee (online courses only)	\$15.00
College Support Assessment Fee - Undergraduate (for Nursing, Business, Engineering, and Science and Mathematics)	\$22.00
College Support Assessment Fee - Graduate (for Nursing, Business, Engineering, and Science and Mathematics)	\$53.00

NOTE: All students pay a \$5.00 Assessment Fee per term. Each student enrolled in 3 or more credit hours will be assessed a \$20.00 student activity fee for the Fall and Spring semesters. Students enrolled in 12 or more hours will be assessed a \$10.00 yearbook fee for the Fall and Spring semesters.

**ASU - PARAGOULD
GENERAL REGISTRATION FEES PER TERM**

ASU - PARAGOULD	PER HOUR
Freshmen / Sophomore Level Classes	
Greene County Residents	\$120.00
Arkansas Resident	\$200.00
Non-Resident	\$400.00
International	\$400.00
Junior / Senior Level Classes	
Arkansas Resident	\$200.00
Non-Resident	\$400.00
International	\$400.00

NOTE: Greene County Residents are only assessed the \$10/hr Technology Fee, \$4/hr Facilities Fee and \$6/hr Academic Excellence Fee, along with tuition.

**DEGREE CENTER
GENERAL REGISTRATION FEES PER TERM**

DEGREE CENTER TUITION	PER HOUR
Arkansas Resident Tuition – Undergraduate	\$254.00
Arkansas Resident Tuition – Graduate	\$291.00
Non-Resident – Undergraduate	\$508.00
Non-Resident – Graduate	\$582.00

All Degree Centers’ classes are assessed the following PER HOUR in addition to tuition:

Technology Fee	\$10.00
Academic Excellence Fee	\$6.00
Facilities Fee	\$4.00
Institutional Distance Education Fees:	
ASU - Beebe	\$25.00
ASU - Mountain Home	\$20.00
ASU - Newport	\$20.00
ASU - Mid-South	\$20.00
Arkansas Northeastern College	\$20.00
East Arkansas Community College	\$20.00

REFUND OF FEES SCHEDULE

Semester		Five-Week Terms	
1st - 5th class day	100%	First and second day	100%
6th - 10th class day	75%	Third and fourth day	75%
On or after 11th class day	None	On or after 5th class day	None

RESIDENCY REQUIREMENTS FOR FEE PAYMENT

Students should contact the Office of Admissions, Records and Registration concerning residency requirements for university fee purposes. A student who knowingly gives false information in an attempt to avoid out-of-state fee payment shall be subject to dismissal from the university.

MISCELLANEOUS FEES	FLAT
Academic Clemency Processing Fee	\$30.00
Yearbook Fee Per Semester (Mandatory for full-time students, optional for part-time students)	\$10.00
Graduation Fee	
Associate	\$45.00
Bachelor	\$60.00
Masters	\$85.00
Specialist	\$95.00
Doctorate	\$125.00
Student Activity Fee (Fall and Spring semesters only)	\$20.00
Application for Admission Processing Fee	
International Students	\$50.00
United States Citizens	\$15.00
ASU Assessment Fee	\$5.00
Late Payment of Tuition Fee	\$25.00/\$40.00
Penalty for Checks Returned for Insufficient Funds, etc.	\$25.00
Installment Fee	\$40.00
Tuition Deferment	\$40.00
Audit Fee/Credit hour	Same as Tuition and Fees

Special fees for some departments are shown with the respective departments. Additional course fees vary for each class ranging from \$5.00 to \$225.00 per course.

NOTE: Undergraduate Students enrolled in fewer than 12 hours during a regular semester (or fewer than six hours during a five-week term) are classified as *part-time* students.

ROOM AND BOARD

1. A prepayment of \$100 along with a housing application is required to reserve a room for any regular semester. Students are required to live in university housing during the entire term of enrollment for which the reservation is made. Students who do not fulfill this requirement will forfeit their prepayment. The prepayment is refundable on the following conditions: (a) if cancellation is made, through the Residence Life office in writing prior to the confirmation date on the contract, (b) if the student has occupied the room until the end of the contract period and then checks out of the residence hall, through the Residence Life office, not later than 24

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

hours after the last official day of the spring semester, (c) if no damages have occurred during the term of occupancy.

2. All occupants of residence halls are required to participate in a university meal plan. (Optional for commuter students and Collegiate Park, Red Wolf Den and The Village rentals)
3. A permanent identification card will be issued to students during the first semester of attendance. Students will use this card to access residence halls, parking lots, laundry, and dining services venues. A \$20 replacement fee will be assessed for lost IDs.
4. The charges for room and board for less than a full semester are computed on the base rate for the period of occupancy.
5. The residence halls and cafeteria will be open during the periods classes are in session. Vacation periods (fall break, spring break, winter break, and Interims) are not included in the regular room and board charges.
6. Residents are expected to occupy their rooms during the entire session for which the rooms are reserved, unless they are forced to withdraw from the university because of illness or other valid reasons.
7. Room and Board may be paid, along with tuition and fees, in four (4) installments. Students seeking such arrangements should contact the Treasurer's Office at (870) 972-2285.

Students are responsible for ALL room and board even when meal cards have been invalidated or they have been locked out due to nonpayment.

RESIDENCE LIFE ROOM RATES Fall 2016 - Spring 2017

Residence Halls	Double	*Single	*Single Deluxe
Arkansas Hall	\$2,215.00	\$2,380.00	\$2,485.00
Kays Hall	\$2,215.00	\$2,380.00	N/A
University Hall	\$2,215.00	\$2,380.00	\$2,485.00
Northpark Quads (Bldgs 3-5)	N/A	\$2,485.00	N/A
Northpark Quads (Bldg 1-2)	N/A	\$2,640.00	N/A
Honors LLC (Bldg 1-3)	\$2,260.00	\$2,420.00	N/A
Honors LLC (Bldg 4)	\$2,280.00	\$2,485.00	N/A
ROTC	N/A	\$2,225.00	\$2,250.00
STEM Den	N/A	\$2,225.00	\$2,250.00
Greek Village	\$2,280.00	\$2,485.00	N/A

***Single and Single Deluxe Rooms are only available space permitting.**

Apartments	Bed	Bath	Single
Collegiate Park	2	2	\$2,785.00
Collegiate Park	2	1	\$2,550.00
Collegiate Park	4	2	\$2,460.00
Collegiate Park Townhouse	4	2	\$2,495.00
Red Wolf Den	2	1	\$2,640.00
Red Wolf Den	3	1	\$2,525.00
Red Wolf Den	4	2	\$2,555.00

Rent includes all utilities, internet connection, and cable. Apartments and Northpark Quads Buildings 1 and 2 will be open during all break periods.

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

Fall 2016 - Spring 2017 Meal Plan Rates

5 Day + 250	\$1,635.00	100 Meal Block + 700 (2nd year and above)	\$1,540.00
5 Day + 300	\$1,660.00	150 Meal Block + 400 (2nd year and above)	\$1,490.00
7 Day + 200	\$1,635.00	150 Meal Block + 500 (2nd year and above)	\$1,570.00
7 Day + 400	\$1,785.00	Flex Only (3rd year and above)	\$1,450.00

Meal plans are mandatory for all residence hall students and optional for students living in the apartments and The Village and commuter students. Meal plans may only be changed a week prior to the opening date for the residence halls. The purchase of any meal plan is dependent on year classification.

Students with the 5-day meal plan may enter the Acansa Dining Hall unlimited times Monday through Friday. Students with the 7-day meal plan may enter the Acansa Dining Hall unlimited times each day of the week.

Students with a block meal plan may dine in the Acansa, up to the number of block meals purchased. The Block plan also allows the holder to use the plan to bring in guests. Each guest will reduce the block by one meal.

The number after the "+" indicates flex dollars. Flex Dollars operate like a declining balance account that can be used at any of our dining venues, including Acansa Dining Hall, the Food Court, the Campus Store, and Simply to Go. Unused flex dollars will carry over from fall to spring if a spring board plan is purchased, but they must be used by the end of the spring semester to avoid forfeiture.

HOUSING FOR FAMILIES AND GRADUATE STUDENTS

Housing is available for married students with children, single parents, graduate students, and non-traditional undergraduates who are at least 26 years of age or older. The Village consists of 50 two-bedroom houses and 191 apartment units. The houses are furnished with a stove, refrigerator, two ceiling fans, and washer/dryer hook-ups. The apartments are available in one, two, and three bedroom configurations. The apartments are furnished with a stove, refrigerator, ceiling fans, dishwasher, and central heat and air.

The houses and Village Apartments are designed to offer affordable, comfortable, and accessible living accommodations to the students and their families. A laundry is located in The Village for those wishing to take advantage of this service. Application forms and additional information can be obtained from the Office of Residence Life, P.O. Box 2774, State University, AR, 72467 (870)972-2042.

THE VILLAGE

	Fall & Spring 2016-2017 (Per Semester)	Summer 2017
Houses	\$2,660.00	\$1,770.00
Apartments		
1 Bedroom	\$2,890.00	\$1,930.00
2 Bedroom	\$3,415.00	\$2,280.00
2 Bedroom w/ WD	\$3,570.00	\$2,380.00
3 Bedroom	\$3,880.00	\$2,590.00

Rent includes all utilities, internet connection, cable, and local phone services. The Village Houses and Apartments will be open during break periods.

ROOM AND BOARD CHARGES

Room and board charges are assessed and payable in full at the beginning of each semester. Students seeking installment arrangements should contact Student Account Services at (870) 972-2285. Students receiving financial assistance that equals or exceeds their total charges are not eligible for installment arrangements.

To access downloadable room and board fee tables, visit the Residence Life website at <http://www.astate.edu/a/residence-life/>.

TUITION-FELLOWSHIP FOR QUALIFIED OUT-OF-STATE STUDENTS

Arkansas State University will offer a waiver of the out-of-state portion of tuition costs in the form of a fellowship to all graduate students who meet the following criteria:

- Graduate students with a cumulative undergraduate GPA of 3.000 or higher
- Attend ASU-J with 6 or more hours of graduate level courses (Fall or Spring semester) or 3 or more hours of graduate level courses (summer terms)
- Residents of any one of the 49 states in the United States other than Arkansas or resident of any of the U.S. territories

FEE WAIVER FOR SIXTY-YEARS OF AGE

Persons sixty years of age or older are eligible to have their tuition waived. Students eligible for this waiver are responsible for all other charges related to their enrollment. Eligibility is determined as of the first day of the semester. Students seeking this waiver should contact Student Account Services upon completing registration.

INTERNATIONAL STUDENTS ON SCHOLARSHIPS FROM THEIR HOME GOVERNMENTS

All international students on scholarships from their home government should have a valid, up-to-date letter of financial guarantee on file in the International Student's Office. In order for tuition to be billed to the embassy or scholarship agency, the guarantee should be on file no later than June 1 of each academic year.

SPECIAL COURSE FEES

Some courses have additional fees. Please check the course descriptions for these fees.

GRADUATE ASSISTANTSHIPS

Graduate assistantships are available to a limited number of qualified applicants in all departments offering graduate degrees. Assistantships are available for both regular semesters and summer school. Application for an assistantship must be made through the chair of the department in which the student wishes to major. No application for assistantship will be considered unless the applicant has also applied for admission to the Graduate School.

To be awarded an assistantship, a graduate student must have been admitted to a graduate degree program at Arkansas State. A graduate student whose GPA drops below 3.00 is placed on probation and is not eligible to hold a graduate assistantship.

GRADUATE ASSISTANTSHIP TUITION FELLOWSHIPS

All Graduate Assistant positions carry a tuition fellowship which includes the following benefits:

- tuition charged at the in-state rate
- tuition fellowships totaling 100% for all courses taken by doctoral Graduate Assistants

These tuition fellowships apply only to ASU courses.

POLICIES CONCERNING GRADUATE ASSISTANTSHIPS

1. The Master and Specialist level appointee must complete at least six semester hours of graduate work and no more than 12 hours of both graduate and undergraduate work each semester during the academic year and at least three hours of graduate work cumulative during the summer terms. All Doctoral level graduate assistants are required to take a minimum of nine graduate credit hours during the regular semester and three during each summer term on assistantship.
2. A graduate assistant must have a definite schedule of duties and responsibilities assigned by the dean of the college and the chair of the department in which the assistantship is held.
3. Graduate assistants are not considered to be a part of the faculty of the University, are not entitled to faculty privileges, and will not be included in the Group Life and Hospital Insurance Program sponsored by the University.
4. The appointee should attend regular staff meetings of the college and department as well as the general staff meetings of the University if requested to do so. The appointee should also attend the faculty workshop at the beginning of the academic year if requested to do so.
5. If a student is unable to complete a semester's course work and assistantship responsibilities due to circumstances beyond his or her control, that semester may not be counted as one of the semesters included in the maximum amount of time for which he or she may hold the assistantship. In those instances, the Graduate School must be notified immediately of any such situations warranting consideration of this policy by the department and the student. Final authority for granting an exemption from counting the semester as part of time for holding the assistantship rests with the Graduate School.
6. The assistantship will be awarded on an academic year or summer term or terms basis. Reapplication is necessary for the student to be considered for reappointment each period. There is no automatic renewal.
7. The appointee must maintain a grade point average of 3.00 or better on all graduate work completed in order to remain eligible for the assistantship.
8. The master and specialist level assistantship will have a maximum time limit of five semesters. An exception is made for students admitted based on a bachelor's degree rather than a master's degree to the Ed.S. in Psychology and Counseling; these students will have a maximum time limit of eight semesters. Ed.D. and Ph.D. assistantships will have a maximum time limit of eight semesters.

FINANCIAL ASSISTANCE

To be considered for financial assistance, a graduate student must be admitted to the Graduate School as well as the program they plan to study. Students must be enrolled in at least 4.5 graduate credit hours in a regular term and 3 semester hours for the summer term, to be considered for Financial Aid.

Student Loans are available from a number of sources including, Federal Direct Subsidized and Unsubsidized Student Loans, Federal Direct Grad PLUS Loans and various private lenders. Interested applicants should complete the Free Application for Federal Student Aid at <http://www.fafsa.gov> to begin the process. Additional information may be found at <http://www.astate.edu/a/finaid/>.

PROGRAM SPECIFIC TUITION & FEES

A-STATE ONLINE PROGRAMS

TUITION	PER HOUR
U.S. Resident	\$257.00
REQUIRED HOURLY FEES	PER HOUR
Technology Fee	\$10.00
Library Fee	\$6.00

NOTE: A-State Online Programs are degrees that are offered completely online, this price structure **DOES NOT** include Disaster Preparedness and Emergency Management and Online MBA.

ONLINE MBA

TUITION	PER HOUR
Total Tuition & Fees per Credit Hour <i>Does not include books.</i>	\$587.00

NURSE ANESTHESIA

TUITION	
Total Tuition & Fees <i>Payment of \$7,650 due Spring 1, Summer, Spring 2, Summer 2</i>	\$30,600.00
Acceptance Deposit (applied towards tuition)	\$1,500.00
ADDITIONAL ESTIMATED COSTS	
AANA Associate Membership	\$200.00
Professional Liability Insurance	\$275.00 per year
Drug Testing	\$180.00
Background Check	\$75.00
Books	\$2,500.00 - \$3,500.00
Computer with Printer/Scanner	\$3,000.00
Copying Fees	\$400.00
Uniforms & Equipment	\$770.00
Self Evaluation Exam (x2)	\$260.00
Review Course and Books	\$3800.00
ACLS & PALS and RN Fees	\$640.00
Certification Examination	\$750.00
Travel Expenses	\$8400.00
Additional Housing	\$9800.00
AANA and ArANA Meetings	\$4200.00

NOTE: The above fees do not include fees associated with applying to A-State or parking on campus.

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

DOCTOR OF PHYSICAL THERAPY

TUITION	PER HOUR
Resident Graduate Tuition per Credit Hour <i>All students with a G.P.A. of at least 3.0 receive in-state tuition rates</i>	\$271.00
ESTIMATED ADDITIONAL EXPENSES	PER HOUR
Athletic Fee	\$19.00
Academic Excellence Fee	\$6.00
Deferred Maintenance Fee	\$3.00
Facilities Fee	\$4.00
Technology Fee	\$10.00
Infrastructure Fee	\$4.00
Library Fee	\$6.00
Student Recreation Fee	\$7.00
Student Union Fee	\$10.00
CONHP Graduate Support Fee	\$54.00
Total Per Credit Hour:	\$123.00
REQUIRED TERM FEES	FLAT
Arkansas Assessment Fee	\$5.00
Student Activity Fee	\$20.00
Yearbook Fee	\$10.00
Total Per Term:	\$35.00
ESTIMATED ADDITIONAL EXPENSES	FLAT
Pre-Admissions Assessment Fee	\$5.00
Licensure Exam	\$545.00
PEAT Exam	\$90.00
Books	\$4,000.00
Insurance	\$40.00
Background Check	\$50.00
CPR	\$35.00
Physical / TB	\$25.00
APTA Dues	\$140.00
Tool Kit	\$145.00
Uniform, name tags	\$80.00
Total:	\$4,527.00
TOTAL ESTIMATED PROGRAM EXPENSES	\$47,079.00

NOTE: Living expenses while on clinical education are not included in the program expenses.

College of Agriculture and Technology

MISSION STATEMENT

To prepare students for entry and career advancement in the food, fiber and natural resources industry, which involves crop and livestock production, agribusiness, value-added processing, public service, public education and rural leadership. To conduct problem-solving research related to crop and livestock production, natural resource management, and value-added processing in collaboration with private and other public sector entities in an environmentally sound and sustainable manner.

PROGRAMS OF STUDY

The College of Agriculture and Technology (CoAT) offers coursework leading to the Master of Science in Agriculture (MSA) degree with concentrations in Agricultural Education, Agricultural Business and Economics, Animal Science, Plant and Soil Science, and Vocational Technical Administration. All MSA programs require students to apply to either the Thesis or Non-thesis option. Students interested in pursuing a Ph.D. (<http://www.astate.edu/college/sciences-and-mathematics/doctoral-programs/>) in either the Molecular Biosciences or the Environmental Sciences programs (both interdisciplinary) may do so with mentorship by approved faculty in the CoAT.

APPLICATION AND ADMISSION PROCEDURES

Admission to the CoAT graduate program begins with applying through the Graduate School. The application can be found online (<http://www.astate.edu/info/admissions/graduate>). The prospective student should review the graduate catalog to select a degree program in the CoAT and select either the Thesis or Non-thesis option before applying. Priority application deadlines are February 15 for fall admission and September 15 for spring admission, although applications will continue to be accepted and reviewed after the priority deadlines. If the applicant meets all of the ASU Graduate School admission requirements, the student's packet is forwarded to the CoAT Dean who initiates review of the application based on the Thesis or Non-thesis option preference.

NON-THESIS OPTION

Non-thesis option applications are routed to the CoAT Dean for review and processing. The CoAT Associate Dean makes a determination for acceptance based on criteria established by the CoAT Graduate Committee and assigns a graduate faculty advisor for accepted applicants.

THESIS OPTION

Thesis option applicants are routed to the CoAT Graduate Committee Chair for consideration by the Graduate Committee. If a graduate faculty advisor is secured, the faculty member will indicate the subject of the proposed research project. If a student has visited with a qualified graduate faculty member and requests that person to serve as their thesis advisor, a signed letter from the graduate faculty member to that effect must be included in the application materials. If a CoAT faculty member is identified to serve as thesis advisor for an applicant, the Graduate School will be notified to admit the applicant as a thesis student. Qualified applicants that are not assigned a thesis advisor by the CoAT Graduate Committee may be eligible for non-thesis admission.

Admission to Graduate School is determined by Graduate Admissions and will be communicated to the applicant by the Graduate School. Meeting the minimum criteria for acceptance into the Master of Science in Agriculture graduate program does not guarantee admission into either the thesis or non-thesis options. Admission may be limited due to physical and human capital resources.

ADMISSION REQUIREMENTS

The prospective student must meet all admission requirements of the Graduate School and the CoAT to be admitted. There may be additional requirements and expectations as a condition for acceptance to specific degree programs. The advisor is key in the planning and development of the student's program of study and research experience. Students are expected to meet with their advisor throughout the graduate experience to ensure satisfactory progress toward a degree.

Program of Study for the Master of Science in Agriculture Degree

REQUIREMENTS FOR ADMISSION TO THE MSA

Students seeking admission into the Master of Science in Agriculture with a concentration in Agricultural Business and Economics, Animal Science, or Plant and Soil Science must meet the following additional specific program requirements:

- An undergraduate grade point of 2.75 or greater (on a 4.0 scale) or a 3.0 or greater on the last 60 hours of undergraduate work. Students judged to be deficient in some areas of undergraduate preparation may, at the discretion of their graduate advisor, be assigned undergraduate courses (6 to 12 hours) as a condition of admission.
- Contact information (including email and phone number) for three references.
- A statement of educational objectives and career goals (approximately 500 words).
- Indicate preference of either the Non-thesis or Thesis option.

Applicants not meeting the specified grade-point requirement may be granted conditional admission if they meet the Graduate School admission requirements. Students with an undergraduate GPA of 2.5 or greater (on a 4.0 scale) or a 2.75 or greater on the last 60 hours, may be granted conditional admission. Students admitted on a conditional basis must complete 12 hours of graduate level coursework within two semesters and earn a minimum 3.00 GPA with no more than three hours of "C" in the 12 hours.

Applicants meeting the minimum requirements for the program are not guaranteed acceptance into the program. Admittance to the College of Agriculture and Technology graduate program is a competitive process, and the number of students admitted to the program each term is dependent upon the quality of the applicants and the resources available within the College.

REQUIREMENTS FOR ADMISSION TO THE MSA - AGRICULTURAL EDUCATION

Students seeking admission into the Master of Science in Agriculture with a concentration in Agricultural Education must meet the following additional program requirements:

- Completed a minimum of 18 semester hours of professional education courses including the requirements for a valid teaching certificate. Applicants who do not meet the requirements for a valid teaching certificate will be required to complete the undergraduate courses required for it. These courses may be completed concurrently with graduate work but must be completed before the degree will be awarded.
- Contact information (including email and phone number) for three references.
- Statement of educational objectives and career goals (approximately 500 words).
- Indicate preference of either the Thesis or Non-thesis option.

Students granted unconditional admission into the Master of Science in Agriculture with a concentration in Agricultural Education must have a minimum cumulative undergraduate grade point average of 2.75 on a 4.00 scale or a 3.0 on the last 60 hours of undergraduate work.

Students with an undergraduate GPA of 2.5 or greater (on a 4.0 scale) or a 2.75 or greater on the last 60 hours may apply for conditional admission. For conditional admission, a student must complete 12 hours of graduate level coursework within three semesters and earn a 3.00 GPA with no more than three hours of "C" in the 12 hours.

REQUIREMENTS FOR ADMISSION TO THE MSA - VOCATIONAL-TECHNICAL ADMINISTRATION

Students seeking admission into the Master of Science in Agriculture with a concentration in Vocational-Technical Administration must meet the following additional program requirements:

- An undergraduate grade point of 2.75 or greater (on a 4.0 scale) or a 3.0 on the last 60 hours of undergraduate work. Students judged to be deficient in some areas of undergraduate preparation may, at the discretion of their graduate advisor, be assigned undergraduate courses (6 to 12 hours) as a condition of admission.
- Contact information (including email and phone number) for three references.
- A statement of educational objectives and career goals (approximately 500 words).
- Indicate preference of either the Thesis or Non-thesis option.

Students with an undergraduate GPA of 2.5 or greater (on a 4.0 scale) or a 2.75 or greater on the last 60 hours may be granted conditional admission. For conditional admission, a student must complete 12 hours of graduate level coursework within three semesters and earn a 3.00 GPA with no more than three hours of “C” in the 12 hours.

COLLEGE OF AGRICULTURE MSA CORE COURSES

Students pursuing the MSA with a concentration in Agricultural Business and Economics, Animal Science, or Plant and Soil Science are required to take the following College of Agriculture Core Courses:

College of Agriculture MSA Core Courses:	Sem. Hrs.
AGRI 5233, Experimental Agricultural Statistics OR AGRI 6213, Experimental Designs OR Graduate-level statistics course approved by the student's graduate advisory committee	3
AGRI 6371, Graduate Seminar	1
Total Required Hours:	4

COURSES IN THE CONCENTRATION AREA

Each student, with the assistance and approval of his/her graduate advisor and graduate committee, will select courses leading to specialized training in Agricultural Business and Economics, Animal Science, or Plant and Soil Science, Agricultural Education, or Vocational-Technical Administration.

THESIS OR NON-THESIS OPTION

Students pursuing the Thesis option will count six hours of thesis toward the degree. Students interested in pursuing a Ph.D. in the future should consult with their faculty advisor before choosing either the Thesis or Non-thesis option for the Master of Science in Agriculture degree.

Agriculture

Master of Science in Agriculture Concentration in Agricultural Business and Economics

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
College of Agriculture MSA Core Courses:	Sem. Hrs.
(See Program of Study for MSA Degree)	4
Concentration Area (Agricultural Business and Economics): Each student, with the assistance and approval of his/her graduate advisor and graduate committee, will select courses leading to specialized training in Agricultural Business and Economics. Students pursuing the Thesis option will count six hours of thesis toward the degree.	Sem. Hrs.
Thesis Hours	0-6
Courses in Concentration Area	20-26
Sub-total	26
Total Required Hours:	30

Agriculture

Master of Science in Agriculture Concentration in Animal Science

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
College of Agriculture MSA Core Courses:	Sem. Hrs.
(See Program of Study for MSA Degree)	4
Concentration Area (Animal Science): Each student, with the assistance and approval of his/her graduate advisor and graduate committee, will select courses leading to specialized training in Animal Science. Students pursuing the Thesis option will count six hours of thesis toward the degree.	Sem. Hrs.
Thesis Hours	0-6
Courses in Concentration Area	20-26
Sub-total	26
Total Required Hours:	30

Agriculture

Master of Science in Agriculture Concentration in Plant and Soil Science

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
College of MSA Agriculture Core Courses:	Sem. Hrs.
(See Beginning of Agriculture Section)	4
Concentration Area (Plant and Soil Science): Each student, with the assistance and approval of his/her graduate advisor and graduate committee, will select courses leading to specialized training in Plant and Soil Science. Students pursuing the Thesis option will count six hours of thesis toward the degree.	Sem. Hrs.
Thesis Hours	0-6
Courses in Concentration Area	20-26
Sub-total	26
Total Required Hours:	30

Agriculture

Master of Science in Agriculture Concentration in Agricultural Education

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Concentration Area (Agricultural Education): Students pursuing the Thesis option will count six hours of thesis toward the degree.	Sem. Hrs.
VOED 5443, Advanced Methods of Teaching in Career and Technical Education	3
VOED 6513, History and Principles of Vocational Education	3
VOED 6573, Introduction to Research and Evaluation in Vocational Education	3
Thesis Hours	0-6
Courses in Concentration Area	9-15
Sub-total	24
Professional Education Requirements:	Sem. Hrs.
ELFN 6763, Philosophies of Education	3
ELFN 6773, Introduction to Statistics and Research	3
PSY 6513, Advanced Educational Psychology	3
Sub-total	9
Total Required Hours:	33

Agriculture

Master of Science in Agriculture Concentration in Vocational-Technical Administration

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Concentration Area (Agricultural Education):	Sem. Hrs.
Students pursuing the Thesis option will count six hours of thesis toward the degree.	
VOED 6463, Resource Management in Vocational Education	3
VOED 6473, School and Community Relations in Vocational Education	3
VOED 6503, Program Management in Vocational Education	3
VOED 6523, Student Services Management in Vocational Education	3
VOED 6533, Human Resource Management in Vocational Education	3
VOED 6563, Instructional Management in Vocational Education	3
Thesis Hours	0-6
Courses in Concentration Area	0-6
Sub-total	24
Professional Education Requirements:	Sem. Hrs.
ELFN 6773, Introduction to Statistics and Research	3
ELFN 6763, Philosophies of Education OR PSY 6513, Advanced Educational Psychology	3
VOED 6513, History and Principles of Vocational Education	3
Sub-total	9
Total Required Hours:	33

Non-Degree Programs

Students seeking Adult Education licensure should meet with an Adult Education advisor in the College of Agriculture and Technology. Twelve hours are required for Adult Certification if the person holds a valid Arkansas teacher's license. If a person does not hold a valid Arkansas teacher's license, 18 hours are required.

Adult Education Certification

Certification Requirements:	Sem. Hrs.
Select twelve or eighteen hours from the following: AE 5513, Introduction to Adult Education AE 5523, Psychology of the Adult AE 5533, Methods and Materials for the Adult Learner AE 5543, Teaching Reading to Adults AE 5553, Practicum in Adult Education AE 5563, Special Problems in Adult Education VOED 5503, Foundations of Adult Education in Vocational Education VOED 5583, Methods and Materials for Teaching the Adult VOED 6543, Administration and Supervision of Adult and Vocational Education	12-18
Total Required Hours:	12-18

Career Development Certification

Certification Requirements:	Sem. Hrs.
VOED 5513, Activities for Teaching Career and College Readiness	3
VOED 5533, Methods of Organizing and Teaching Career Development	3
Total Required Hours:	6

College of Business

MISSION STATEMENT

The mission of the ASU College of Business is to provide high-quality management education to traditional and non-traditional students in the Mid-South and to provide support for businesses and communities through research, economic development activities, and consultative services.

The College strives to build challenging programs of excellence with emphasis on leadership/values, international business, technology, entrepreneurship, and economic development through an educational process that fosters analytical thinking, problem solving, communication skills, and experiential learning. Emphasis is placed on undergraduate education, while meeting the needs of the business community through select graduate degrees and professional workforce development programs.

The College is committed to enhancing professional development of faculty and staff through support of applied research, instructional development, and professional growth activities in a collegial environment. Professional development is also provided to students through student organizations, honor societies, and action-based learning.

The Mission is strengthened through ongoing review and continuous improvement of all programs and activities.

DEGREES OFFERED

The College of Business offers work leading to the Master of Business Administration degree, the Master of Accountancy degree, and the Specialist in Community College Education degree in the field of Business Administration.

All general Graduate School requirements listed elsewhere in the bulletin are applicable to these degree programs in addition to the specific program requirements.

ADMISSION REQUIREMENTS

An applicant's complete application package, including application to Graduate School, official transcripts, official GMAT/GRE scores, required application fee and, when required, proof of immunization must be received in the Office of the Graduate School no later than 30 days prior to the beginning of classes each semester. To ensure time for issuance of an I-20, international students must submit a complete application, including all the above plus official TOEFL scores and a financial guarantee no later than 90 days prior to the beginning of classes each semester.

Non-degree candidates cannot enroll in College of Business graduate courses unless they meet all of the admission requirements of degree candidates. Students admitted into graduate programs outside of the College of Business will not be permitted to enroll in non-foundation graduate courses within the College of Business unless they either meet the minimum GPA requirement required for admission into the program OR have maintained an overall graduate GPA of 3.00 or higher since admission at Arkansas State.

BUSINESS COMMUNICATION FOR INTERNATIONAL STUDENTS

All incoming graduate students are required to take Business Communication (BCOM 2563) if English is his or her second language. Students may test out of the course at the beginning of the first semester.

Program of Study for the Master of Accountancy Degree

The Master of Accountancy Program will provide those with undergraduate training in accounting with knowledge and skills needed to advance beyond the entry-level stage in the accounting profession, provide students who have undergraduate training in accounting with the in-depth understanding of accounting issues needed for success on licensure and certification examinations, and serve as foundation work for those who may choose to pursue advanced graduate work.

ADMISSION REQUIREMENTS

Those admitted to the program must possess an undergraduate degree, meet the same GPA and Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE) formula as required in the current MBA program, plus have a C or better in the following key undergraduate accounting courses:

- Intermediate Accounting I (or equivalent content)
- Intermediate Accounting II (or equivalent content)
- Intermediate Accounting III (or equivalent content)
- Cost or Managerial Accounting at junior level or above
- Tax I
- Auditing
- Accounting Information Systems

All applicants who enter the program without the necessary foundation courses must complete the foundation courses or their undergraduate equivalent at an IAME accredited institution with a grade of "B" or better. When a student has completed the foundation course(s) in a specific area, she/he may take the core course in that area.

ELECTIVE COURSES

Nine hours of electives may be selected in business or accounting. Students may take two courses at the 5000 level; otherwise elective courses must be taken at the 6000 level. Students who did not take Tax Accounting II (ACCT 4113/5113) and Governmental and Not-For-Profit Accounting (ACCT 4123/5123 as part of their undergraduate program must include these courses in the course of study for the MAcc.

Under special circumstances, a student may substitute a directed individual study for an elective. All directed individual studies must be taken after a student has completed 24 hours of coursework with a GPA of 3.5 or higher. Directed individual studies should be targeted toward a publication and/or paper/presentation as an outlet for the research. Students are also expected to make a presentation on their research to a group of Graduate Faculty.

Accounting

Master of Accountancy

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
ACCT 5023, Advanced Accounting and International Issues	3
ACCT 5173, Advanced Cost Accounting	3
ACCT 6023 Ethics and Professional Responsibility	3
ACCT 6043, Tax Planning and Research	3
ACCT 6063, Contemporary Auditing Issues	3
ACCT 6073, Seminar in Financial Accounting Theory	3
MIS 6543, Business Analytics	3
Sub-total	21
Electives: Students who did not take Tax Accounting II (ACCT 4113/5113) and Governmental and Not-For-Profit Accounting (ACCT 4123/5123) as part of their undergraduate program must include these courses in the course of study for the MAcc.	Sem. Hrs.
6000-level Business or Accounting elective	3
Business or Accounting electives	6
Sub-total	9
Total Required Hours:	30

Program of Study for the Master of Business Administration

The Arkansas State University MBA Program is a professional degree program designed to prepare students of all educational and professional backgrounds for management positions in all types of organizations. As such, the program stresses the development of analytical, problem-solving and decision making competencies for the dynamic, complex global organizational and social environments.

The program of study includes the functional areas of business with the opportunity to obtain emphasis areas in each, as well as the option to select specialty emphasis areas. This provides students with the flexibility to tailor their MBA degrees to individual needs and goals. With courses offered on campus in late afternoon and evenings and also on-line, the program accommodates working professionals seeking career advancement and/or career changes as well as recent graduates desiring to move into positions of responsibility in organizations.

The MBA with a Concentration in Healthcare Management program is designed to allow students to complement their studies in business administration with in-depth coverage of the core components of the healthcare administration arena and the unique issues and challenges facing healthcare organizations in the dynamic healthcare industry. Students will complete the 27 hours of the MBA core and 15 hours of graduate level courses in Healthcare Administration.

The MBA with Concentration in IB program is designed to allow graduate business students the ability to select in-depth coverage of the core components of today's IB field while furthering their business administration academic career. Students will complete the 27 hours within the MBA core and 12 additional hours of graduate level IB coursework.

The MBA with Concentration in MIS program is designed to allow graduate business students the ability to select in-depth coverage of the core components of today's IT field while furthering their business administration academic career. Students will complete the 27 hours within the MBA core (which includes two graduate level MIS course) and 9 additional hours of graduate level MIS coursework.

The MBA with a Concentration in Supply Chain Management program is designed to allow students to complement their studies in business administration with in-depth coverage of the core components of the supply chain functions of business as they relate to firms operating in a dynamic global business environment. Students will complete the 27 hours of the MBA core and 12 additional hours of graduate level courses in logistics.

The MBA with a Concentration in Finance program is designed to allow students to complement their studies in business administration with in-depth coverage of the core components of finance, including corporate finance, financial markets and institutions, and investments. Students will complete the 27 hours within the MBA core and 9 additional hours of graduate level finance coursework.

UNCONDITIONAL ADMISSION

Applicants for the Master of Business Administration (M.B.A.) degree program must submit a score on the Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE). Entering students will be granted unconditional admission if they meet one of the following sets of criteria:

- A minimum cumulative GPA of 2.75, or its equivalent on a 4.0 scale, on all undergraduate coursework completed AND a minimum GMAT composite score of 480. A minimum cumulative GPA of 3.00, or its equivalent on a 4.0 scale, on the last 60 hours of undergraduate coursework completed AND a minimum GMAT composite score of 480.
- A minimum cumulative GPA of 2.75, or its equivalent on a 4.0 scale, on all undergraduate coursework completed AND a minimum GRE composite score of 300 with a minimum of 145 on the Verbal Section and a minimum of 145 on the Quantitative Section.
- A minimum GPA of 3.00, or its equivalent on a 4.0 scale, on the last 60 hours of undergraduate coursework completed and a minimum GRE composite score of 300 with a minimum of 145 on the Verbal Section and a minimum of 145 on the Quantitative Section.

Information pertaining to the GMAT or GRE may be obtained by contacting the Testing Center at (870) 972-2038. International students must submit the required TOEFL or IELTS scores.

CONDITIONAL ADMISSION

An applicant for the Master of Business Administration (MBA) degree program may be admitted conditionally in one of the following ways at the discretion of the Director of Graduate Programs:

- A minimum overall undergraduate GPA of 2.75. However, no more than nine hours of MBA coursework (excluding foundation courses) may be taken by an individual who has not met the minimum GRE/GMAT score;
- A minimum overall undergraduate GPA of 3.25 AND a minimum GMAT composite score of 450;
- A minimum overall undergraduate GPA of 3.25 AND a minimum GRE composite score of 280 with a minimum of 140 on the verbal section and a minimum of 140 on the quantitative section.
- If the candidate has five or more years of managerial work experience, as determined by the Director of Graduate Programs, the minimum GPA requirement is waived and the candidate must score a minimum of 450 on the GMAT OR a minimum of 280 on the GRE (with a minimum of 140 on the verbal section and a minimum of 140 on the quantitative section).

To be moved from conditional to unconditional admission under option #1 above, the candidate must complete either the GRE or the GMAT with the required minimum score for unconditional admission. If admitted conditionally under options #2 - #4 above, the candidate must have achieved a minimum GPA of 3.25 in the first twelve hours of 6000-level courses in the MBA program. If the candidate fails to meet these requirements, they will not be allowed to continue in the program unless the minimum GRE/GMAT scores for unconditional admission are achieved.

MBA FOUNDATION COURSES

The foundation courses serve students who wish to enter the MBA program from a nonbusiness baccalaureate background. The required foundation courses may be taken at the graduate level (fast track) or the undergraduate level, or a combination of both. Each graduate level course substitutes for one or two undergraduate courses, as shown below. No foundation course is a part of the MBA program and the grades received from the Fast Track courses will NOT be counted toward your graduate GPA for retention/graduation purposes as discussed under "Eligibility for Degree" of the Academic Policies and Procedures detailed in this bulletin.

Deficient Grades: Should a student receive more than 6 hours of "C" or lower in 5000- or 6000-level graduate degree credit courses within the College of Business, that student will not be allowed to continue in the program in subsequent semesters regardless of overall GPA.

(NOTE: 5000-level Foundation Courses do not carry graduate degree credit in the College of Business).

Graduate Foundation Courses (Fast Track):	Undergraduate Foundation Courses:
MBA 500V, Survey of Accounting	ACCT 2003, Principles of Accounting I AND ACCT 2013, Principles of Accounting II
MBA 501V Survey of Finance	FIN 3713, Business Finance
MBA 502V, Survey of Microeconomics	ECON 2313, Principles of Macroeconomics
MBA 503V, Survey of Macroeconomics	ECON 2323, Principles of Microeconomics
MBA 507V, Survey of Law	LAW 2023, Legal Environment of Business
MBA 508V, Survey of Statistics	ECON 2113, Business Statistics
MBA 509V, Survey of Operations Management	CIT 3523, Operations Management

All applicants who enter the program without the necessary foundation courses must complete the foundation courses or their undergraduate equivalent at an IAME accredited institution with a grade of "B" or better. When a student has completed the foundation course(s) in a specific area, she/he may take the core course in that area. All the foundation courses must be taken before a student is admitted to candidacy.

Non-degree candidates cannot enroll in College of Business graduate courses unless they meet all of the admission requirements of degree candidates. Students admitted into graduate programs outside of the College of Business will not be permitted to enroll in non-foundation graduate courses within the College of Business unless they either meet the minimum GPA requirement required for admission into the program OR have maintained an overall graduate GPA of 3.00 or higher since admission at Arkansas State.

COLLEGE OF BUSINESS MBA CORE COURSES

The program consists of a core curriculum of 27 hours. This common body of knowledge is aimed at developing competency for overall management and leadership. In addition, students may select electives in their field of choice to develop emphasis areas to meet their needs. The core courses plus the electives result in a 33-hour program. Students with a non-business undergraduate degree typically must take up to 15 hours of the Fast-Track foundation courses, or their equivalent, resulting in as much as a 48-hour program for such students.

All courses must be taken at the 6000 level. However, those students seeking to sit for the CPA exam may take one 5000 level course in accounting to help prepare them for the exam while meeting the 150-hour rule for the exam.

MGMT 6423, Strategic Management, must be taken after all core courses have been taken or during the student's last semester of coursework. Students may take an internship course which can count for a three-hour elective. All internships must be taken after a student has completed 15 hours of course work. Only a single 3-hour internship or one directed independent study may count toward the degree.

College of Business MBA Core Courses:	Sem. Hrs.
ACCT 6003, Accounting for Planning and Control	3
ECON 6313, Managerial Economics	3
FIN 6723, Corporate Financial Management	3
IBS 6593, Global Strategic Initiatives	3
MGMT 6403, Seminar in Organizational Behavior and Leadership	3
MGMT 6423, Strategic Management	3
MIS 6413, Management Information Systems	3
MIS 6543, Business Analytics	3
MKTG 6223, Strategic Marketing	3
Total Required Hours:	27

Major in Business Administration

Six hours of electives may be selected in business or economics, as approved by the director of graduate business programs. Under special circumstances, a student may substitute a directed individual study for an elective. All directed individual studies must be taken after a student has completed 24 hours of coursework with a GPA of 3.5 or higher. Directed individual studies should be targeted toward a publication and/or paper/presentation as an outlet for the research. Students are also expected to make a presentation on their research to a group of Graduate Faculty.

Business Administration

Master of Business Administration

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
College of Business MBA Core Courses:	Sem. Hrs.
(See College of Business MBA Core Courses section)	27
Electives:	Sem. Hrs.
Electives	6
Total Required Hours:	33

Business Administration

Master of Business Administration Concentration in Healthcare Administration

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
College of Business MBA Core Courses:	Sem. Hrs.
(See College of Business MBA Core Courses section)	27
Concentration (Healthcare Administration):	Sem. Hrs.
HCA 6003, Healthcare Policies and Ethics	3
HCA 6013, Current Issues in Healthcare Administration	3
HCA 6243, Services Marketing Strategy Development	3
HCA 6423, Strategic Management	3
HCA 6703, Healthcare Internship	3
Sub-total	15
Total Required Hours:	42

Business Administration

Master of Business Administration

Concentration in International Business

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
College of Business MBA Core Courses:	Sem. Hrs.
(See College of Business MBA Core Courses section)	27
Concentration (International Business):	Sem. Hrs.
IBS 6143, Seminar in International Human Resource Management	3
IBS 6293, Seminar in International Corporate Social Responsibility	3
IBS 6323, Emerging Markets	3
IBS 6593, Global Strategic Initiatives	3
Sub-total	12
Total Required Hours:	39

Business Administration

Master of Business Administration Concentration in Management Information Systems

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
College of Business MBA Core Courses:	Sem. Hrs.
(See College of Business MBA Core Courses section)	27
Concentration (Management Information Systems):	Sem. Hrs.
MIS 6453, Electronic Commerce	3
MIS 6523, Simulation for Predictive Decision-Making	3
6000-level MIS elective	3
Sub-total	9
Total Required Hours:	36

Business Administration

Master of Business Administration Concentration in Supply Chain Management

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
College of Business MBA Core Courses:	Sem. Hrs.
(See College of Business MBA Core Courses section)	27
Concentration (Supply Chain Management):	Sem. Hrs.
GSCM 6253, Seminar in Logistics Management	3
GSCM 6283, Global Supply Chain Management	3
GSCM 6513, Logistics Operations	3
GSCM 6523, Sourcing and Procurement	3
Sub-total	12
Total Required Hours:	39

Business Administration

Master of Business Administration Concentration in Finance

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
College of Business MBA Core Courses:	Sem. Hrs.
(See College of Business MBA Core Courses section)	27
Concentration (Finance):	Sem. Hrs.
FIN 6053, Financial Statement Analysis	3
FIN 6733, International Financial Markets	3
FIN 6743, Seminar in Finance	3
Sub-total	9
Total Required Hours:	36

College of Education and Behavioral Science

MISSION STATEMENT

The faculty of the College of Education and Behavioral Science teach, conduct research, and provide community and professional service in the areas of pedagogy, behavioral sciences, physical education and leisure studies, and advanced education-related professional studies. Instructional programs are offered within a student-centered organizational context that values diversity, innovation, and professional reflection; these programs are delivered by a faculty committed to the beliefs that (a) every student can learn, and (b) teachers themselves model commitment to learning by visibly demonstrating their own continuing personal and professional growth.

DEGREES OFFERED

The College of Education offers work leading to the following graduate degrees with emphasis areas as noted:

- A. Doctor of Education Degree in Educational Leadership
- B. Specialist in Community College Education Degree
 - 1. Physical Education
 - 2. Reading
 - 3. Community College Administration
- C. Specialist in Education Degree
 - 1. Educational Leadership
 - 2. Psychology and Counseling
 - 3. Reading
- D. Master of Arts in Teaching
- E. Master of Rehabilitation Counseling Degree
- F. Master of Science in College Student Personnel Services
- G. Master of Science in Early Childhood Education
- H. Master of Science in Exercise Science
- I. Master of Science in Education Degree
 - 1. School Counseling
 - 2. Early Childhood Education
 - 3. Educational Leadership
 - 4. Curriculum and Instruction
 - 5. Theory and Practice
 - 6. Mid-Level Education
 - 7. Physical Education
 - 8. Reading
 - 9. Special Education
 - a. Instructional Specialist Grades K-12
 - b. Gifted, Talented, and Creative
- J. Master of Science in Psychological Science
- K. Master of Science in Sport Administration
- L. Certificate in Clinical Mental Health Counseling
- M. Certificate in Dyslexia Therapy
- N. Certificate in Play Therapy
- O. Certificate in Educational Leadership
 - 1. Curriculum Director
 - 2. Gifted, Talented & Creative
 - 3. Gifted, Talented & Creative Director
 - 4. K-12 Special Education
 - 5. School Principal
 - 6. Special Education Director

All programs listed above are governed by the general requirements for graduate degrees conferred by the Graduate School unless specific requirements are designated.

GRADUATE COURSES AND CREDIT

Graduate students enrolled in courses numbered 5000 through 5999 must do special work in addition to that required of undergraduates in the courses numbered 4000 through 4999. Courses numbered 6000 or above are open to fully qualified graduate students only. Except for the introductory courses in Community College Teaching (CCED 7003 and CCED 7013), and the foundation courses in Educational Administration (EDFN 7773 and EDFN 7783), enrollment in 7000 level courses is restricted to those students who have been officially admitted to pursue the Specialist in Education or the Specialist in Community College Education degree and will not count toward the master's degree. Exceptions may be made for those holding an appropriate master's degree in a relevant field as accepted by the Department of Educational Leadership, Curriculum and Special Education. Enrollment in 7000-level courses with COUN and PSY prefixes requires admission to the Ed.S in Psychology and Counseling, unconditional admission to another university's accredited post-master degree program with a major in psychology or counseling, or (with permission) admission to the Ed.S in Educational Leadership, the Specialist in Community College Education Program, or the Ed.D in Educational Leadership. Enrollment in 8000 level courses is restricted to those who have been admitted to pursue doctoral degrees.

PROFESSIONAL EDUCATION FOR SECONDARY TEACHING FIELDS

The College of Education also offers a core of professional education courses for Master's degree students majoring in secondary teaching fields. The core of courses, from which students must take nine hours of professional education, consists of the following:

Professional Education Core Courses:	Sem. Hrs.
ELFN 6763, Philosophies of Education OR PSY 6513, Advanced Educational Psychology	3
ELFN 6773, Introduction to Statistics and Research	3
Select one of the following: ELCI 5523, Middle School Curriculum ELCI 6063, Curriculum Management ELCI 6523, Secondary School Curriculum ELFN 6763, Philosophies of Education (<i>if not taken above</i>) PSY 6513, Advanced Educational Psychology (<i>if not taken above</i>)	3
Sub-total	9

Specific and academic requirements for majors under secondary teaching programs are listed under the various Colleges and Departments in the Graduate Bulletin.

Program of Study for the Doctor of Education in Educational Leadership Degree

ADMISSION REQUIREMENTS

Applicants for admission to the Doctor of Education degree program must be in good standing in the graduate school of an accredited institution.

Admission to the Graduate School does not imply admission to the Doctor of Education degree. Students desiring to pursue graduate work for which they have not completed the prerequisites will be required to make up deficiencies. Specific program requirements and details are outlined under the Center for Excellence in Education (CEE) section of this bulletin and on the following pages.

Applicants to the Doctor of Education Degree program must hold an earned master's degree from an accredited institution and provide evidence of having sustained a superior level of scholarship during master's and post-master's level graduate work. Applicants must submit the following to the Graduate School:

1. A completed application for admission. Applicants are encouraged to submit the application no later than March 1 for the fall semester. Screening for admission will begin on March 1. Application forms are available from the Graduate School or from the Center for Excellence in Education.
2. A \$50 nonrefundable application fee. Checks must be made payable to Arkansas State University. If applications are received without payment, the Graduate School will hold all application materials and notify the applicants that no action will be taken until payment is received. International students may utilize a check or an International Postal Money Order to remit payment in U.S. currency.
3. One copy of official transcripts of all previous undergraduate and graduate coursework attempted to be sent directly from the institution(s) previously attended. (The Graduate School will compute the graduate GPA by counting all graduate courses completed, including any repeated courses.)
4. At least four letters of recommendation, two from former professors and two from former or current employers. These letters will be reviewed by the doctoral faculty. An interview may be required. Both recommendation by the doctoral faculty and approval by the dean of the Graduate School are required for admission to the doctoral program.
5. Official report of scores for the Graduate Record Examination less than five years old. Scores must include the Writing and Qualitative portions

CENTER FOR EXCELLENCE IN EDUCATION

The Center for Excellence in Education is a teaching and research center within the College of Education. The primary mission of the center is to coordinate the efforts of a diverse faculty in delivery of the doctoral program in educational leadership and to facilitate basic research on the improvement of educational institutions and enhancement of educational settings. The director of the Center for Excellence in Education serves as the director of the Doctor of Education degree program. Inquiries regarding this program should be addressed to the director.

PURPOSE OF THE DEGREE

The Doctor of Education degree in Educational Leadership provides the highest professional degree available in the field of education to students who aspire to administrative careers in either elementary, secondary, or collegiate levels. Although the degree requirements include a prescribed curriculum of required and elective courses, the doctoral degree is not awarded only on the basis of coursework completion. Following successful completion of the comprehensive examinations, doctoral students conduct a major research project resulting in the presentation and defense of the doctoral dissertation. This phase of the doctoral degree provides students with an opportunity to develop and demonstrate possession of skill in intellectual problem solving.

GENERAL REQUIREMENTS FOR THE DEGREE

Candidates must earn a minimum of 99 hours of graduate credit beyond the bachelor's degree. This quantitative requirement is a minimum, as the quantity of coursework to be completed by each candidate is arranged individually by the advisory committee, subject to the approval of the graduate dean, and may be modified both as to quantity and as to type during the progress of the student's coursework.

ADVISORY COMMITTEES

Advisory committees will consist of no fewer than three members. Three members who possess expertise in students' major areas of concentration will be selected by students in consultation with the director of graduate studies in the Center for Excellence in Education. These names will be forwarded to the graduate dean for official appointment. No committee is considered constituted without the final written approval of the dean of the Graduate School.

Membership of advisory committees may be changed if either the student or a member of their committee feels that such a change is appropriate, and the requested change is approved by the Director of the Center for Excellence in Education and the graduate dean. Such a change will not be approved except in clearly unusual circumstances. If approval is given, the student will be notified in writing by the Graduate School.

DEGREE PLAN

As the successful completion of 12 semester hours approaches, students should file a degree plan listing all courses completed and to be completed. This plan must be approved by the advisory committee and submitted to the graduate dean for approval. The dean will notify the applicant after the degree plan has been approved. Students will not be permitted to register for more than a cumulative total of 12 semester hours before an approved degree plan is on file in the Graduate School.

TRANSFER CREDIT

The Ed.D. Program consists of a minimum of 99 credits beyond the bachelor's degree. Students who have not completed the master's degree will be encouraged to do so prior to pursuing admission to the doctorate. Although all appropriate graduate credits from master's and beyond will be transferred to the Ed.D., all students must complete the doctoral block and dissertation which total 45 credits plus the necessary prerequisites. Students enrolled in the Ed.D. program who receive four or more hours with a grade of "C" or lower, or a grade of "F" in the Doctoral Knowledge Core will be dismissed from the program. Students will be held responsible for the content of each course placed on the program of study through written examination.

COMPREHENSIVE EXAMINATION STRUCTURE

The comprehensive examination for the Ed.D. has two parts:

- Individual written exam
- Presentation/publication.

Prior to committing to the options, students are advised to consult the department handbook and confer with their faculty advisers. Any failed portion may be repeated once but the student may be directed by the program advisory committee to take additional coursework. If the examination or any portion thereof is failed a second time, the student will be dismissed from the program.

Failure to pass the comprehensive examination the second time terminates the degree program and the student will be dismissed from the program. Upon successful completion of the examination, the program advisory committee will endorse advancement to candidacy. Students must complete all portions of the comprehensive examination by December 31 following the last semester in which the student completes the block.

ADMISSION TO CANDIDACY

Students may apply for admission to candidacy upon satisfactory completion of the comprehensive examination. Students may not apply for candidacy while on probation or with a GPA of less than 3.00.

CONTINUOUS ENROLLMENT

Doctoral students must maintain continuous enrollment subsequent to passing the comprehensive examination. Students maintaining continuous enrollment must register for a minimum of one hour of doctoral research (ELAD 880V) or dissertation (ELAD 889V) during each regular semester, including at least one summer term each year, until the dissertation has been accepted by the graduate dean. Doctoral students who are granted an extension to complete the dissertation beyond the allocated four year period of time must enroll in six credit hours for each consecutive semester (Fall, Spring, Summer I or II) until the completion or termination of doctoral status.

TIME TO DEGREE

All requirements for the doctoral degree must be completed within a period of four (4) years from the last semester in which the student completes the block courses. A student who has not completed the dissertation four years from the last semester in which the student completed the block courses has two options to extend the time to degree. Time limits are strictly monitored. Students exceeding the time limit may be required to repeat the comprehensive examination, replace out-of-date credits with up-to-date work, and/or show other evidence of being current in their major and minor fields. Students anticipating that they will exceed the time limit should apply for an extension.

Holding a full-time job is not in itself considered sufficient grounds for requesting an extension. Time spent in obligated military service of the United States will not be considered in computing these time limits. However, career members of the armed forces should consult the graduate dean concerning credit given to work completed before entering active service.

The faculty approved the following procedure to operationalize the "Time to Degree" policy:

Students who have not completed the dissertation four years from the last semester in which the student completes the block courses have two options to extend the time to degree.

Doctoral students who have completed a dissertation proposal that has been accepted by the committee prior to the expiration date will be granted a one year extension upon committee approval.

For those individuals who have not had a proposal approved by their committee, a two year extension may be granted contingent upon committee approval with the completion of additional prescribed course work and a retake of the written comprehensive examination.

APPROVAL OF DISSERTATION RESEARCH BY THE IRB

Under federal regulation, all institutions receiving funds from any of 16 federal agencies, including USDA, NASA, NSF, EPA, Department of Education, and NIH, are required to establish institutional review boards to monitor all funded research involving humans. Human research is defined as any systematic activity involving the collection and/or analysis of data on human subjects for the purpose of advancing generalizable knowledge, unless this activity is specifically exempted by current federal regulations. It is the policy of this university to apply the regulations to all research and research related activities which involve humans, funded or not. Dissertation research involving human subjects is included.

Copies of the Arkansas State University Institutional Review Board Information Packet are available in the Office of Research and Technology Transfer.

SEMINAR FOR THE DEFENSE OF THE DISSERTATION PROPOSAL

The dissertation proposal should be distributed to all members of the advisory committee at least one week before the date set for the defense seminar. Enough copies should be made for all members of the doctoral committee and for visitors to the defense seminar. The defense seminar will be open to faculty and to master's and doctoral students. After candidates have successfully defended the proposed problem, it is assumed that they will develop, with the supervision of the advisory committee, this proposed problem into a completed dissertation. The candidates will be notified in writing of their committee's approval.

DISSERTATION DEFENSE

Upon completion of the dissertation, an oral presentation of the dissertation research and results followed by an examination which deals with the dissertation and any other aspect of candidates' programs which the committee designates will be held.

Arrangements for this examination will be made by the CEE, but announced by the Graduate School. This oral examination will be open to the public.

FINAL FORM

The completed dissertation must follow the style and format requirements of the Graduate School as contained in the Guide to Thesis and Dissertations: Preparation and Electronic Submission. It is the responsibility of candidates to assure that the completed dissertation follows this designated form. Before submission to the graduate dean, the completed dissertation must be approved by the entire advisory committee and the CEE Director, as listed in the Guide. At least four copies of the completed dissertation will be submitted by candidates. The bound copies will be on file with the ASU Library, Graduate School, CEE, adviser, and the department. The Center endorses the use of APA as the approved style for formatting the dissertation. Any deviation from APA should be approved by the advisor.

THE ABSTRACT

Candidates will be responsible for the preparation of an abstract of the dissertation which will be submitted at the same time as the completed dissertation or project. The abstract must not exceed 300 words.

DEADLINE FOR SUBMISSION

The completed dissertation and abstract, signed by all members of the advisory committee, must be to Proquest by the deadline set for accepting dissertations. The date for each semester and summer term is given in the Academic Calendar.

CHECKLIST FOR THE LAST SEMESTER BEFORE GRADUATION

In the last semester before graduation, candidates must:

- register for the graduation fee.
- file an Intent to Graduate Form with the relevant deadline.
- complete the final oral examination on the dissertation.
- submit the dissertation online by the relevant deadline.

PROGRAM OF STUDY

Each student will complete a program of studies determined in consultation with and approved by the student's advisory committee. This program will be designed to ensure breadth of professional knowledge and an appropriate specialization in educational leadership. At least 99 semester hours are required beyond the bachelor's degree, inclusive of applicable master's and specialist degree credit.

Educational Leadership

Doctor of Education

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Core Courses:	Sem. Hrs.
ELAD 8043, Adv. Organizational Theory and Inquiry	3
ELAD 8203, Politics of Education	3
ELAD 8211, Integrative Seminar I	1
ELAD 8221, Integrative Seminar II	1
ELAD 8231, Integrative Seminar III	1
ELAD 8253, Education Policy and the Law	3
ELAD 8313, Doc Sem: Educational Leadership Practices I	3
ELAD 8333, Organizational Development in Education	3
ELAD 8343, Comparative Education	3
ELAD 889V, Dissertation	12
ELCI 8213, Doc Sem: Curriculum and Instruction	3
ELFN 8763, Doc Sem: Socio-Cultural Foundations of Education	3
ELFN 8773, Doc Sem: Educational Research and Evaluation	3
ELFN 8783, Qualitative Research and Evaluation	3
Sub-total	45
Research, Sociocultural, Psycho-behavioral and Leadership Foundations:	Sem. Hrs.
Asterisked (*) courses may be taken the summer before starting the doctoral cohort classes in the fall if all other prerequisites are met.	
ELAD 6073, School Law	3
ELAD 6103, Ethical Leadership	3
ELCI 6063, Curriculum Management	3
ELCI 6533, Theories of Instruction	3
ELFN 6763, Philosophies of Education	3
ELFN 6773, Intro to Statistics & Research	3
*ELFN 7773, Advanced Educational Research	3
*ELFN 7783, Advanced Educational Statistics	3
Research, Sociocultural, Psycho-behavioral and Leadership Foundations Electives (select three of the following): ELAD 6033, Admin & Supervision of Special Education ELAD 6053, Planning & Resource Allocation ELCI 6083, Supervision & Evaluation of Teaching ELCI 6323, Elementary Curriculum ELCI 6423, Middle School Curriculum ELCI 6523, Secondary School Curriculum	9
Sub-total	33

Educational Leadership (cont.)

Doctor of Education

Cognate/Electives: Research, Sociocultural, Psycho-behavioral and Leadership Foundations electives not taken to satisfy requirements above may be substituted for courses below:	Sem. Hrs.
Select seven of the following: ELAD 6003 School & Community Relations ELAD 6423 Special Education Law ELAD 6593 Supervised Internship ELAD 7013 School Personnel Administration ELAD 7023 School Business Management ELAD 7033 Contemporary Issues ELAD 7043 Management of Operational Systems ELAD 7053 Special Problems ELAD 7073 Schooling in a Pluralistic Society ELAD 7103 School District Administration ELAD 7493 Supervised Internship ELCI 6493 Curriculum Internship ELCI 7523 Curriculum Theory and Practice ELFN 7583 Evaluation of Educational Programs Additional approved electives	21
Total Required Hours:	99

Program of Study for the Specialist in Community College Education Degree

PURPOSE OF THE DEGREE

The Specialist in Community College Education Program provides a sixth-year intermediate degree to prepare teachers and administrators for the Community College. Because the enrollee in a community college tends to be somewhat different from typical college, university, or trade school students, specialized personnel are needed to ensure that the investments made by students and institutions are maximally and mutually beneficial.

The teaching emphasis program of study will focus mainly upon the major field of specialization with adequate opportunities for breadth of preparation in the specialty area and cognate areas, and a background in research methods. Major fields of specialization are presented under degrees offered in the General Information section of the Bulletin. The administration-emphasis program of study will focus on a combination of generic higher education administration courses and specialized community college courses.

ADMISSION REQUIREMENTS

Admission requirements for the Specialist in Community College Education are those required by the Graduate School. Admission to the Specialist level will require admission to the Graduate School, a master's degree from an accredited institution, and a satisfactory score on the analytical writing section of the GRE.

ADMISSION TO THE SPECIALIST DEGREE PROGRAMS

Applicants to the Specialist in Community College Education and the Specialist in Education degree program in Educational Leadership must hold an earned master's degree from an accredited institution. Applicants to the Specialist in Education in Psychology and Counseling must hold either an earned bachelor's or an earned master's degree from an accredited institution. Applicants must submit the following to the Graduate School:

1. A completed application for admission. Applicants are encouraged to submit the application before May 1 to be eligible for the following summer; before August 1 to be eligible to enter the following fall semester; and before December 1 to be eligible to enter the following spring semester.
2. A \$30 nonrefundable application fee. Checks must be made payable to Arkansas State University. If applications are received without payment, the Graduate School will hold all application materials and notify the applicants that no action will be taken until payment is received.
3. One copy of official transcripts of all previous undergraduate and graduate coursework attempted to be sent directly from the institution(s) previously attended.
4. Official report of a score, obtained within the last five years, on the Graduate Record Examination (Ed.S. in Psychology and Counseling only). The SCCT program will accept either the Graduate Record Examination or the Miller Analogies Test.
5. Please see program sections under the College of Education portion of this Bulletin for specific requirements or online at <http://www.astate.edu/education>.

STEPS TO COMPLETING THE SPECIALIST IN COMMUNITY COLLEGE EDUCATION DEGREE

- File an application for admission and official transcripts from all colleges and universities attended.
- Obtain an official statement of admission to graduate study.
- Familiarize yourself with the Graduate Bulletin, its general requirements, and the specific regulations pertaining to your particular program.

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

- Complete CCED 7003, The Community College, and CCED 7013, Learner-Centered Education during the first 48 hours of graduate work leading to the program. NOTE: During these courses the student will have initial contact with the community college coordinator. The courses will enable students to grasp the philosophy of the community college, and through the processes of counseling and primary experiences, make a decision concerning continuance in the program.
- Proceed with coursework at any registration period.
- Complete the required standardized examinations during your first enrollment period.
- Apply for Admission to Candidacy for the degree when you have satisfied any provisions attached to your admission and have completed 42 hours of graduate work with a 3.00 grade point average. The application for admission to candidacy must be filed no later than the completion of 48 semester hours of graduate credit. Failure to gain admission to candidacy at the time that no more than 48 hours have been accumulated may result in additional enrollment and will cause a delay in your graduation. Students accumulating 48 hours of graduate credit with less than a 3.00 grade point average will be dropped from the Graduate School.
- Complete the coursework required for the degree
- File an Intent to Graduate Form at the registration period when you enroll for your last graduate coursework except that a student who expects to complete the requirements for the degree during the second summer term must make application for the degree not later than the registration date for the first summer term.
- Successfully complete the comprehensive examination at the scheduled time during your last enrollment period.
- Complete all requirements for the degree within six years exclusive of any time spent in the armed forces of the United States.

EMPHASIS AREAS

- Agricultural Education
- Biology
- Chemistry
- English
- History
- Music Education
- Physical Education
- Political Science
- Reading
- Sociology
- Communication Studies and Theatre
- Vocational-Technical Administration
- Community College Administration

Program of Study for the Specialist in Community College Education Degree

NOTE: See College of Education and Behavioral Science for additional information about this degree program.

Community College Education Specialist in Community College Education

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Previous Master's Degree:	Sem. Hrs.
Previous Master's Degree	-
Community College Core (12 hours):	Sem. Hrs.
CCED 7003, The Community College	3
CCED 7013, Community College Teaching	3
Community College Core Courses	6
Sub-total	12
Teaching Core (9 hours):	Sem. Hrs.
Teaching Core Courses	9
Teaching Fields (9 hours):	Sem. Hrs.
Teaching Fields Courses	9
Total Required Hours:	30

Program of Study for the Specialist in Education Degree in Reading

PURPOSE OF THE DEGREE

The Specialist in Education (Ed.S.) degree with a major in Reading offers educators an opportunity to expand their knowledge of reading instruction and literacy leadership beyond the Master's level. Candidates for the Ed.S. degree with a major in Reading degree will work with a faculty advisor who teaches graduate level reading courses in the Department of Teacher Education to develop a plan of study which incorporates 30-33 hours beyond the Master's level and includes a thesis.

ADMISSION REQUIREMENTS

Unconditional Admission: Students seeking admission into the Specialist in Education (Ed.S.) degree with a major in Reading program must meet the admission requirements of the Graduate School. In addition, applicants must meet the following criteria for unconditional admission:

- Have a valid teaching license (Arkansas or other state)
- Have a Master's Degree in Reading or other field in education
- Have a minimum of a 3.25 graduate GPA
- Have documentation of a minimum raw score of at least 380 on the Miller Analogies Test (MAT) or a minimum scaled score of 150 on the verbal reasoning section of the GRE and a minimum scaled score of 141 on the quantitative reasoning section of the GRE
- Provide official transcripts for all previous undergraduate and graduate course work
- Provide a writing sample (minimum 10 pages, research-driven paper with citations and references)
- Participate in an interview with graduate reading faculty members upon receipt of all documents

Conditional Admission: Students seeking admission into the Specialist in Education (Ed.S.) degree with a major in Reading program must meet the admission requirements of the Graduate School. In addition, applicants must meet the following criteria for conditional admission:

- Have a valid teaching license (Arkansas or other state)
- Have a Master's Degree in Reading or other field in education
- Have a minimum of a 3.00 graduate GPA
- Have documentation of a minimum raw score of at least 368 on the Miller Analogies Test (MAT) or a minimum scaled score of 146 on the verbal reasoning section of the GRE and a minimum scaled score of 140 on the quantitative reasoning section of the GRE
- Provide official transcripts for all previous undergraduate and graduate course work
- Provide a writing sample (minimum 10 pages, research-driven paper with citations and references)
- Participate in an interview with graduate reading faculty members upon receipt of all documents

Conditional admission requires the student to earn a minimum grade of B or better in the first two classes of the graduate program.

Reading

Specialist in Education

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Core Courses: ELFN 6773, or an equivalent course, must be taken as a prerequisite for RDNG 7613; this does not count toward total hours needed for degree completion.	Sem. Hrs.
RDNG 7613, Survey of Quantitative and Qualitative Literacy Research	3
Sub-total	3
Literacy Leadership Track:	Sem. Hrs.
<p>Select one of the following tracks:</p> <p>Option 1 - Advanced Perspectives <i>This track is designed for Ed.S. candidates who already have a Master's Degree in Reading.</i> RDNG 7273, Multicultural Influences in Reading and Literature RDNG 7283, Writing Pedagogy: Advanced Processes of Writing RDNG 7393, Literacy Leaders as Community Advocates RDNG 7473, Theories of Language Acquisition RDNG 7543, New Literacies RDNG 7643, Social Foundations of Literacy RDNG 7653, Advanced Studies in Reading Comprehension</p> <p>Option 2 - Professional Practice <i>This track is designed for Ed.S. candidates who have a Master's Degree in another educational field.</i> RDNG 6243, Reading in the Digital Age RDNG 6313, Theory and Practice in Teaching Reading RDNG 6333, Reading Practicum I – Diagnosis and Intervention RDNG 6353, Reading Practicum II – Leadership In Literacy RDNG 6563, Principles of Literacy Cognition RDNG 7283, Writing Pedagogy: Advanced Processes of Writing RDNG 7473, Theories of Language Acquisition RDNG 7653, Advanced Studies in Reading Comprehension</p>	21-24
Thesis:	Sem. Hrs.
RDNG 745V, Thesis	6
Total Required Hours:	30-33

Program of Study for the Specialist in Education Degree in Educational Leadership

Offered through ASTATE Online Learning Services

PURPOSE OF THE DEGREE

The Specialist in Education degree (Ed.S.) with a major in Educational Leadership offers educators a program designed to improve their general educational and specific professional competencies as leaders in the public school systems within one of the following areas. The Specialist Degree program is designed to provide study beyond the Master's degree and is based on recommendations from professional organizations and accrediting associations. Candidates complete performance-based activities in P-12 school sites and related settings.

ASSESSMENT

Each candidate is required to compile a portfolio while completing the degree. This portfolio constitutes the exit assessment. All candidates for the Ed.S. degree in Educational Leadership seeking district administrator licensure must have a standard building-level administrator license or a standard program administrator and must pass the appropriate examination(s) required by the state(s) in which licensure is sought. A copy of the scores should be sent to Arkansas State University.

- Students who adhere to the schedule should be able to complete the program in 24 months. If a candidate finds it necessary to deviate from the schedule, he/she will be able to re-enter the sequence at any time. A student has six years to complete the degree.
- ASU-Jonesboro will be using Blackboard as the web delivery platform. This platform allows synchronous and asynchronous interactions, streaming video, and electronic discussion boards. Students will also interact via e-mail, telephone, and fax.
- A high-speed internet connection (Ethernet, cable, DSL, public wireless hotspot, satellite, etc) will be necessary. Dial-up will not work. Computers must have specific minimum requirements. For example, they must have a Windows XP or later operating system; any processor of 1.2GHZ or faster; minimum RAM of 512MB for XP or 1GB for Vista; minimum of 20GB available free disk space; minimum display resolution of 1024x768.
- The capstone experience serves as the comprehensive examination for the degree.
- All students must complete a portfolio that is a culmination of authentic performance-based assessments completed throughout the program.

ADMISSION TO THE SPECIALIST DEGREE PROGRAMS

Applicants to the Specialist in Community College Education and the Specialist in Education degree program in Educational Leadership must hold an earned master's degree from an accredited institution. Applicants to the Specialist in Education in Psychology and Counseling must hold either an earned bachelor's or an earned master's degree from an accredited institution. Applicants must submit the following to the Graduate School:

1. A completed application for admission. Applicants are encouraged to submit the application before May 1 to be eligible for the following summer; before August 1 to be eligible to enter the following fall semester; and before December 1 to be eligible to enter the following spring semester.
2. A \$30 nonrefundable application fee. Checks must be made payable to Arkansas State University. If applications are received without payment, the Graduate School will hold all application materials and notify the applicants that no action will be taken until payment is received.
3. One copy of official transcripts of all previous undergraduate and graduate coursework attempted to be sent directly from the institution(s) previously attended.
4. Official report of a score, obtained within the last five years, on the Graduate Record Examination (Ed.S. in Psychology and Counseling only). The SCCT program will accept either the Graduate Record Examination or the Miller Analogies Test.

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

ADMISSION REQUIREMENTS - SUPERINTENDENCY TRACK

To be considered for the Specialist degree program, each candidate must have, in addition to the admission requirements of the Graduate School, the following:

1. At least a 3.25 GPA in a master's degree from an accredited institution and program.
2. Three years of experience as a certified teacher in an educational institution.
3. A current state-issued teaching license.
4. A written commitment from a practicing central office administrator who will serve as a mentor during this program.
5. No felony record.

ADMISSION REQUIREMENTS - PRINCIPALSHIP TRACK

To be considered for the Specialist Degree-Principalship Track, each candidate must have, in addition to the admission requirements of the Graduate School, the following:

1. At least a 3.25 GPA in a master's degree from an accredited institution and program.
2. Two years of experience as a certified teacher in an educational institution.
3. A current state-issued teaching license.
4. A written commitment from a practicing building-level administrator who will serve as a mentor during this program.
5. No felony record.

ADMISSION REQUIREMENTS - CURRICULUM DIRECTOR TRACK

To be considered for the Specialist Degree-Curriculum Director Track, each candidate must have, in addition to the admission requirements of the Graduate School, the following:

1. At least a 3.25 GPA in a master's degree from an accredited institution and program.
2. Two years of experience as a certified teacher in an educational institution.
3. A current state-issued teaching license.
4. A written commitment from a practicing building-level administrator who will serve as a mentor during this program.
5. No felony record.

ADMISSION REQUIREMENTS - SPECIAL EDUCATION DIRECTOR TRACK

To be considered for the Specialist Degree-Special Education Director Track, each candidate must have, in addition to the admission requirements of the Graduate School, the following:

1. At least a 3.25 GPA in a master's degree from an accredited institution and program.
2. Two years of experience as a certified teacher in an educational institution.
3. A current state-issued teaching license.
4. A written commitment from a practicing special education director or central office administrator who will serve as a mentor during this program.
5. No felony record.

ADMISSION REQUIREMENTS - GIFTED, TALENTED AND CREATIVE DIRECTOR TRACK

To be considered for the Specialist Degree-Gifted, Talented and Creative Director Track, each candidate must have, in addition to the admission requirements of the Graduate School, the following:

1. At least a 3.25 GPA in a master's degree from an accredited institution and program.
2. Two years of experience as a certified gifted, talented and creative teacher in an educational institution.
3. A current state-issued teaching license.
4. A written commitment from a practicing GTC director or district level administrator who will serve as a mentor during this program.
5. No felony record.

Educational Leadership

Specialist in Education Superintendency Track

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
ELAD 7013, School Personnel Administration	3
ELAD 7023, School Business Management	3
ELAD 7033, Contemporary Issues	3
ELAD 7043, Management of Operational Systems for Learning	3
ELAD 7073, Schooling in a Pluralistic Society	3
ELAD 7103, School District Administration	3
ELAD 7473, Field Study	3
ELAD 7493, Supervised Internship <i>The internship must be completed during the semester in which a candidate completes the degree.</i>	3
ELCI 7523, Curriculum Theory and Practice	3
ELFN 7583, Evaluation of Educational Programs and System	3
Sub-total	30
Total Required Hours:	30

Educational Leadership

Specialist in Education Principalship Track

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
Courses taken to satisfy the Master's degree requirements may not be taken again to satisfy the Specialist degree requirements.	
ELAD 6003, School and Community Relations	3
ELAD 6073, School Law	3
ELAD 6103, Ethical Leadership	3
ELAD 6593, Supervised Internship <i>The internship must be completed during the semester in which a candidate completes the degree.</i>	3
ELAD 7033, Contemporary Issues	3
ELAD 7073, Schooling in a Pluralistic Society	3
ELCI 6063, Curriculum Management	3
ELCI 6083, Supervision and Evaluation of Teaching	3
ELCI 7523, Curriculum Theory and Practice	3
ELFN 7583, Evaluation of Educational Programs and System	3
Sub-total	30
Total Required Hours:	30

Educational Leadership

Specialist in Education Curriculum Director Track

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
Courses taken to satisfy the Master's degree requirements may not be taken again to satisfy the Specialist degree requirements.	
ELAD 6003, School and Community Relations	3
ELAD 6103, Ethical Leadership	3
ELAD 7033, Contemporary Issues	3
ELAD 7073, Schooling in a Pluralistic Society	3
ELCI 6063, Curriculum Management	3
ELCI 6083, Supervision and Evaluation of Teaching	3
ELCI 6323, Elementary Curriculum	3
ELCI 6423, Middle School Curriculum	3
ELCI 6493, Curriculum Internship	3
ELCI 6523, Secondary School Curriculum	3
ELCI 7523, Curriculum Theory and Practice	3
ELFN 7583, Evaluation of Educational Programs and System <i>The internship must be completed during the semester in which a candidate completes the degree.</i>	3
Sub-total	36
Total Required Hours:	36

Educational Leadership

Specialist in Education Special Education Director Track

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
Courses taken to satisfy the Master's degree requirements may not be taken again to satisfy the Specialist degree requirements.	
ELAD 6003, School and Community Relations	3
ELAD 6033, Administration and Supervision of Special Education	3
ELAD 6103, Ethical Leadership	3
ELAD 6423, Special Education Law	3
ELAD 7033, Contemporary Issues	3
ELAD 7073, Schooling in a Pluralistic Society	3
ELCI 6083, Supervision and Evaluation of Teaching	3
ELCI 6493, Curriculum Internship <i>The internship must be completed during the semester in which a candidate completes the degree.</i>	3
ELCI 7523, Curriculum Theory and Practice	3
ELFN 7583, Evaluation of Educational Programs and System	3
Sub-total	30
Total Required Hours:	30

Educational Leadership

Specialist in Education

Gifted, Talented and Creative Director Track

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
Courses taken to satisfy the Master's degree requirements may not be taken again to satisfy the Specialist degree requirements.	
ELAD 6003, School and Community Relations	3
ELAD 6073, School Law	3
ELAD 6103, Ethical Leadership	3
ELAD 7033, Contemporary Issues	3
ELAD 7073, Schooling in a Pluralistic Society	3
ELCI 6063, Curriculum Management	3
ELCI 6083, Supervision and Evaluation of Teaching	3
ELCI 6493, Curriculum Internship <i>The internship must be completed during the semester in which a candidate completes the degree.</i>	3
ELCI 7523, Curriculum Theory and Practice	3
ELFN 7583, Evaluation of Educational Programs and System	3
Sub-total	30
Total Required Hours:	30

Program of Study for the Specialist in Education Degree in Psychology and Counseling

PURPOSE OF THE DEGREE

The Specialist in Education degree (Ed.S.) with a major in Psychology and Counseling offers a planned program of studies designed to lead to state licensure in counseling and school psychology. A Flexible Options Track is also available. Information about requirements for licensure can be obtained from the Arkansas Board of Examiners in Counseling, the Arkansas Department of Education, and from the Program Coordinators in the Department of Psychology and Counseling. The design of each candidate's program is based on that student's previous academic preparation, professional experiences, and career aspirations.

NOTE: Enrollment in 7000-level courses with **COUN** and **PSY** prefixes requires admission to the Ed.S. in Psychology and Counseling, unconditional admission to another university's accredited post-master degree program with a major in psychology or counseling, or (with permission) admission to the Ed.S. in Educational Leadership, the Specialist in Community College Education Program, or the Ed.D. in Educational Leadership.

ADMISSION TO THE SPECIALIST DEGREE PROGRAMS

Applicants to the Specialist in Community College Education and the Specialist in Education degree program in Educational Leadership must hold an earned master's degree from an accredited institution. Applicants to the Specialist in Education in Psychology and Counseling must hold either an earned bachelor's or an earned master's degree from an accredited institution. Applicants must submit the following to the Graduate School:

1. A completed application for admission. Applicants are encouraged to submit the application before May 1 to be eligible for the following summer; before August 1 to be eligible to enter the following fall semester; and before December 1 to be eligible to enter the following spring semester.
2. A \$30 nonrefundable application fee. Checks must be made payable to Arkansas State University. If applications are received without payment, the Graduate School will hold all application materials and notify the applicants that no action will be taken until payment is received.
3. One copy of official transcripts of all previous undergraduate and graduate coursework attempted to be sent directly from the institution(s) previously attended.
4. Official report of a score, obtained within the last five years, on the Graduate Record Examination (Ed.S. in Psychology and Counseling only). The SCCT program will accept either the Graduate Record Examination or the Miller Analogies Test.
5. Please see program sections under the College of Education portion of this Bulletin for specific requirements or online at <http://www.astate.edu/education>.

PROGRAM ADMISSION PROCEDURES

1. Contact the Graduate School for an application materials packet.
2. Submit to the Graduate School all application materials, including:
 - a. Completed Graduate School application form with specified application fee, proof of immunization for mumps, measles and rubella, selective service status form, and separate official transcripts of all undergraduate and graduate work from all colleges and universities attended.
 - b. Official report of scores, obtained within the last five (5) years, on the Graduate Record Examination (GRE) for Verbal and Quantitative sections.

- c. A typed statement of personal, educational, and career goals and aspirations; personal perception of influences on the applicant's choice of training in the areas of psychology and/or counseling; and personal view of the role and value of the chosen area of training.
 - d. Four letters of appraisal and recommendation from persons qualified to speak with authority about the applicant's professional abilities and personal characteristics. At least two of these letters must come from faculty in the applicant's most recent academic program of study. When the applicant has not completed that program of study, a statement of status in that program also is required.
3. The Graduate School reviews the application file and, if applicant qualifies for admission to the Graduate School, forwards the file (including all materials listed above) to the appropriate Program Coordinator in the Department of Psychology and Counseling.
 4. The appropriate Ed.S. Program Committee reviews the application file. This committee evaluates all materials submitted by the applicant and decides whether the applicant has the essential qualities to warrant an interview with the Committee.
 5. Applicants who qualify for an interview appear before the Committee, which then decides whether the applicant meets program requirements and expectations. If an applicant is approved for admission to the program, the committee sets any conditions of admission and appoints an academic adviser.

NOTE: The school psychology track only accepts students in the fall semester of each semester of each academic year. Therefore, individuals who are applying for acceptance into the school psychology track of the program must submit their entire application to the Graduate School no later than April 15.

The clinical mental health counseling track admits students by cohorts during the fall and spring semesters. Each student is required to commit to a full-time or part-time program of study determined in consultation with an assigned advisor at the time of enrollment. Deadlines for application materials are April 15th for the fall semester and October 1st for the spring semester.

PROGRAM ADMISSION REQUIREMENTS

To be considered for admission to the Ed.S. Program in Psychology and Counseling, applicants must hold an earned bachelor's or master's degree from an accredited institution and present evidence of qualities consistent with those required for effective practice in the chosen area of study. The written statement prepared by the applicant, combined with letters from references and the personal interview, will be used as the basis for committee members' judgment of the applicant's personal and interpersonal qualities. All persons admitted to the program are required to meet the same standard in regard to these qualities. Applicants also must present evidence of potential ability to perform academic work at the advanced graduate level. Standardized test proficiency and past grade performance provide the primary data for judging academic ability; other indicators, such as quality of writing in the applicant's prepared statement and faculty references, also will be considered. Based on the combination of test proficiency and past academic performance, an applicant may qualify for either unconditional or conditional admission status.

SCHOOL PSYCHOLOGY

Unconditional Admission Status: Academic proficiency for unconditional admission may be established through satisfaction of either of the following criteria:

- a. A minimum cumulative undergraduate grade point average of 3.00 (or 3.25 on the last 60 hours of undergraduate work) and a minimum score of 290 (900 on prior scale) on the combined verbal and quantitative reasoning sections of the GRE.
- b. Unconditional admission to the Graduate School, a minimum score of 290 (900 on prior scale) on the combined verbal and quantitative reasoning sections of the GRE, and a minimum cumulative graduate grade point average of 3.25 on 12 or more hours with no grade less than a "B."

Conditional Admission Status: Academic proficiency for conditional admission may be established through satisfaction of either of the following criteria:

- a. A minimum cumulative undergraduate grade point average of 2.75 (or 3.00 on the last 60 hours of undergraduate work) and a minimum score of 285 (800 on prior scale) on the combined verbal and quantitative reasoning sections of the GRE.
- b. Unconditional admission to the Graduate School, a minimum score of 285 (800 on prior scale) on the combined verbal and quantitative reasoning sections of the GRE, and a minimum cumulative graduate grade point average of 3.00 on 12 or more semester hours with no more than one course with a grade of "C" and no grade less than a "C."

MENTAL HEALTH COUNSELING

Unconditional Admission Status. Academic proficiency for unconditional admission may be established through satisfaction of either of the following criteria:

- a. A minimum cumulative undergraduate grade point average of 3.00 (or 3.25 on the last 60 hours of undergraduate work) and a minimum cumulative score of 290 on the combined verbal and quantitative sections of the GRE.
- b. Unconditional admission to the Graduate School, a cumulative score of at least 290 on the combined verbal and quantitative sections of the GRE and a minimum cumulative graduate grade point average of 3.25 on 12 or more hours with no grade less than a "B."

Conditional Admission Status. Academic proficiency for conditional admission may be established through satisfaction of either of the following criteria:

- a. A minimum cumulative undergraduate grade point average of 2.75 (or 3.00 on the last 60 hours of undergraduate work) and a cumulative score of at least 290 on the combined verbal and quantitative sections of the GRE.
- b. Unconditional admission to the Graduate School and a minimum cumulative graduate grade point average of 3.00 on 12 or more semester hours with no more than one course with a grade of "C" and no grade less than a "C." GRE scores may be required.

ELIGIBILITY TO CONTINUE IN THE ED.S. PROGRAM

Students admitted in Conditional status must earn a cumulative grade point average of at least 3.25 on the next 12 hours of course requirements and have no grade less than "B" in any course in order to advance to Unconditional status. Students who fail to remove Conditional status in this manner will be dropped from the Ed.S. Program in Psychology and Counseling. Retention checkpoints for students admitted to the Ed.S. Program in Psychology and Counseling include the following:

1. **Annual Review:** In addition to the academic standards for continuing enrollment, all students admitted to the Ed.S. Program will be subject to annual review by the appropriate Committee. This annual review will be conducted at some time during the spring semester. At this review, the Committee will assess current evidence of each student's personal and interpersonal qualities deemed essential for the chosen area of study. The Committee also will assess overall quality of academic performance, and any student having earned a grade of "C" in any course will come under close scrutiny. Outcomes at each review may be approval for unrestricted continuation in the program, approval for continuation in the program with specified contingencies, suspension from the program with specified contingencies, suspension from the program with specified contingencies for re-admission, or removal from the program.
2. **Admission to Candidacy:** Students who have attained Unconditional Status and completed 12 to 42 hours of required courses in the Ed.S. Program in Psychology and Counseling must file for candidacy status in compliance with Graduate School policy.
3. **Approval to Register for Practicum and Internship Courses:** Eligibility to enroll in supervised clinical training (i.e., COUN 6203, 6213, 748V, and PSY 782V) is subject

to approval of the student's adviser and/or the program committee. To obtain this approval, a student must have successfully completed all prerequisites and be deemed to have shown evidence of readiness for the level of practice required in the particular course.

4. **Eligibility for Comprehensive Examination:** Students who have earned an overall graduate grade point average of 3.00, have earned a cumulative grade point average of at least 3.00 for all courses completed in the Ed.S. Program in Psychology and Counseling, and are enrolled for their final period of study will be eligible to sit for the comprehensive examination.
5. **Eligibility for Graduation:** Students who have earned an overall graduate grade point average of 3.00, have completed all courses required for the Ed.S. Program in Psychology and Counseling and earned a cumulative grade point average of at least 3.00 for these courses, and have passed the comprehensive examination will be eligible for conferral of degree.

ACADEMIC CREDIT

Graduate School policy prohibits credit toward degree requirements for any courses completed more than six years prior to completion of the degree program. In addition, both degree-seeking and non-degree seeking students enrolling in COUN and PSY courses are expected to provide evidence that prerequisite knowledge is sufficiently current to support successful academic and/or clinical performance. Thus, students with dated courses may be asked to repeat such courses whether or not they have been used to fulfill requirements of another degree.

THESIS/NON-THESIS OPTION

Within the minimum number of hours required for the degree, candidates may elect to complete a six-hour thesis in either psychology or counseling. The topic of the thesis must be acceptable to the student's thesis committee. Candidates electing the thesis option must comply with the standards specified in the Guide to Thesis and Dissertations: Preparation and Electronic Submission, available on the Graduate School website, <http://www.astate.edu/college/graduate-school/thesis/>. Candidates electing the non-thesis option will complete six hours of coursework in lieu of the six-hour thesis to acquire the minimum number of hours required for the degree.

SUPERVISED INTERNSHIP

Supervised internship requirements will be determined and pre-approved by the student's graduate adviser and the appropriate committee. These requirements will be based on the candidate's previous work experience, and in accord with the following guidelines:

1. Candidates with one to three years of professional experience acceptable to the degree major may be required to complete a three-semester hour supervised internship.
2. Candidates with no professional experience acceptable to the degree major will be required to complete three to six semester hours of internship.
3. The supervised internship will consist of the equivalent of full-time responsibility to the assigned duties for a period of nine weeks for each three semester hours of credit earned. The intern will be responsible for maintaining a log of time and activities to be submitted to the faculty supervisor at the conclusion of the internship assignment.
4. Candidates enrolled in a program of study that leads to professional licensure in psychology or counseling will complete supervised internship experiences that are consistent with state and/or national requirements/standards.

ADMISSION TO CANDIDACY

The student may apply for admission to candidacy when the following requirements have been met:

1. Removal of assessed deficiencies as determined by the Committee on Admissions.
2. Satisfactory completion of 12-18 hours of graduate coursework in the degree program.

The application for admission to candidacy must be filed no later than the completion of 18 semester hours of graduate degree credit in the program. Failure to gain admission to candidacy at the time that no more than 18 hours have been accumulated may result in additional enrollment and will cause a delay in graduation. Students accumulating 18 hours of graduate degree credit with less than a 3.00 grade point average will be dropped from the Graduate School.

COMPREHENSIVE EXAMINATIONS

A written comprehensive examination must be completed. Because of its all-inclusive nature, candidates will take the examination during the final period of enrollment. An oral examination may be required at the option of the appropriate committee. Committee evaluation of the examination (written, written and oral) will result in a recommendation for internship or graduation, a requirement of additional coursework or assignment(s) prior to repeating the comprehensive examination, or removal from the program as specified by the Graduate School.

PROGRAM OF STUDY

Each student's program will be planned with the assigned adviser during the initial enrollment period to ensure that the program complies with professional credentialing requirements, where such exist, and is relevant to the student's objectives. A minimum of 18 hours of 7000 level courses are required. A maximum of three hours of 5000 level courses beyond the master's degree and a maximum of 12 hours of 5000 level courses beyond the baccalaureate degree may be applied toward the Specialist in Education degree.

Candidates for the Ed.S. degree with a major in Psychology and Counseling who wish to seek a license from the Arkansas Department of Education must take the National School Psychology Credentialing Examination. The candidate must arrange for a score to be sent to Arkansas State University and must provide a copy of the individual score report to the school psychology coordinator.

CLINICAL MENTAL HEALTH COUNSELING TRACK

The Clinical Health Counseling Track of the Specialist degree program requires a minimum of 30 hours beyond the master's degree or 60 hours beyond the baccalaureate degree. The program of study is designed to prepare students for positions as professional counselors in community, state, federal, and private social service agencies and for EAP positions in business and industry. Graduates provide services such as child, youth, adult, couple, family, employment, health, multicultural, gerontological, and/or wellness counseling. The program provides the opportunity for students to develop skills and competencies in working with a diversity of issues, including but not limited to, depression, anxiety, addiction and substance abuse, suicidal impulses, stress management, grief, and issues relating to family, which can include parenting, marital difficulties, or other relationship problems. The program structure is based on the professional standards established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and is consistent with standards and requirements set forth by the Arkansas Board of Examiners in Counseling.

The curriculum emphasizes the acquisition of specialized knowledge and skills relating to theories of human behavior, human development, interpersonal relationships, and foundational therapeutic interventions. Ethical and competent counseling practices are stressed. Students will develop a professional identity as a competent ethical mental health counselor.

Students who complete the Clinical Health Counseling Track of the program and are awarded the Ed.S. Degree in Psychology and Counseling are eligible to take the National Counselor Examination (NCE) offered by the National Board for Certified Counselors (NBCC) in order to qualify for both National Certified Counselor (NCC) and Arkansas Licensed Associate Counselor (LAC) status. The Clinical Health Counseling Track faculty are committed to helping students/graduates become certified and/or licensed as professional counselors.

Additional information about the Clinical Health Counseling Track can be obtained from the Clinical Health Counseling Handbook, program faculty, and at the following Department of Psychology and Counseling website: <http://www.astate.edu/college/education/departments/psychology-and-counseling/>.

Psychology and Counseling

Specialist in Education Mental Health Counseling Track

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
COUN 6023, Introduction to Mental Health Counseling	3
COUN 6033, Social and Cultural Foundations of Counseling	3
COUN 6043, Career Development and Services	3
COUN 6053, Ethical, Legal, and Professional Issues in Counseling	3
COUN 6123, Group Counseling	3
COUN 6203, Counseling Prepracticum	3
COUN 6213, Counseling Practicum	3
COUN 6313, Alcohol and Drug Abuse	3
COUN 6433, Crisis, Disaster, and Trauma	3
COUN 7463, Introduction to Couples and Family Counseling	3
COUN 7473, Supervised Internship I	3
COUN 7493, Supervised Internship II	3
PSY 6113, Theories and Techniques in Helping Relationships	3
PSY 6213, Statistics and Research Design in Psychology and Counseling	3
PSY 6543, Psycho-Social Aspects of Development	3
PSY 6573, Psychological Testing	3
PSY 7223, Research Design and Program Evaluation in Psychology and Counseling	3
PSY 7533, Psychopathology	3
PSY 7633, Physiological Psychology and Psychopharmacology	3
Approved Elective	3
Sub-total	60
Total Required Hours:	60

SCHOOL PSYCHOLOGY TRACK

The School Psychology Track of the Specialist degree program requires a minimum of 33 hours beyond the master's degree or 66 hours beyond the baccalaureate degree. The program of study is specifically designed to educate future school psychologists so that graduates have expert skills in data-based decision making, assessment, intervention (including prevention), consultation, research, and program planning, and evaluation to work with students, teachers, administrators, parents, and other professionals. Preparation is focused on comprehensive service delivery to meet the complex needs of the diverse clientele that is served. The structure of the program is based on the professional standards established by the National Association of School Psychologists (NASP). Program requirements are also consistent with licensure standards set by the Arkansas Department of Education (ADE). The program of study has been approved by the National Association of School Psychologists (NASP) and ADE. The curriculum is rooted in the scientist-practitioner and ecological-behavioral models. Students are taught to be both consumers and producers of research. Professional accountability is stressed. Applicable laws, ethical principles and codes of conduct are emphasized. Program graduates are well educated in the problem-solving model. They are well equipped to draw upon strong foundations in psychology and education when providing direct and indirect services to meet the academic, social, and emotional needs of all students.

Students who complete the School Psychology Track of the program and are awarded the Ed.S. Degree in Psychology and Counseling are eligible to take the National School Psychology Credentialing Examination which is required for licensure as a School Psychology Specialist (SPS) by the ADE. These individuals may also elect to seek national certification as Nationally Certified School Psychologists (NCSP) through the NASP.

Additional information about the School Psychology Track can be obtained from the School Psychology Handbook, program faculty, and from the following Department of Psychology and Counseling website, <http://www.astate.edu/college/education/departments/psychology-and-counseling/>.

Psychology and Counseling

Specialist in Education School Psychology Track

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
COUN 6033, Social and Cultural Foundations of Counseling	3
COUN 7463, Couples and Family Counseling	3
ELFN 6763, Philosophies of Education	3
PSY 6113, Theories and Techniques in Helping Relationships	3
PSY 6213, Statistics and Research Design in Psychology and Counseling	3
PSY 6513, Advanced Educational Psychology	3
PSY 6523, Behavior Assessment and Intervention	3
PSY 6573, Psychological Testing	3
PSY 6583, Individual Intelligence Testing	3
PSY 6603, Professional School Psychology	3
PSY 6613, Professional Consultation	3
PSY 6623, Child and Adolescent Psychopathology, Prevention, & Intervention	3
PSY 7223, Research Design and Program Evaluation in Psychology and Counseling	3
PSY 7513, Psycho-Educational Assessment of Persons with Disabling Conditions	3
PSY 7523, Psychoeducational Interventions	3
PSY 7563, Theories of Learning	3
PSY 7583, Developmental and Differential Psychology	3
PSY 7613, Practicum in School Psychology (6 hours)	6
PSY 7633, Physiological Psychology and Psychopharmacology	3
PSY 782V, Supervised Internship (6 hours)	6
Sub-total	66
Total Required Hours:	66

FLEXIBLE OPTIONS TRACK

The Flexible Options Track is designed to provide students with a planned but flexible advanced program of study in psychology or counseling. Students may design their program to meet the requirements for becoming instructors of psychology in two-year post-secondary institutions or to simply acquire advanced knowledge and skills in psychology. Upon graduation from the degree program some of these students may elect to pursue doctoral study in psychology or a related field. This is a non-licensure/certification program track.

Additional information about the flexible options track can be obtained from the school psychology coordinator and at the following Department of Psychology and Counseling website: <http://www.astate.edu/college/education/departments/psychology-and-counseling/>.

Minimum hours required for this degree: An appropriate master's degree plus 33 semester hours or a baccalaureate degree plus 66 semester hours.

Program of Study for the Master of Rehabilitation Counseling Degree

PURPOSE OF THE DEGREE

The Master of Rehabilitation Counseling (M.R.C.) at Arkansas State University is a graduate degree offered through the Department of Psychology and Counseling within the College of Education. The Program is a minimum 48 semester-hour curriculum that is fully accredited by the Council on Rehabilitation Education (CORE). The M.R.C. Program is designed to meet the growing demand for professionally trained rehabilitation counselors.

Students complete coursework in the areas of (a) foundations of the rehabilitation process that includes an understanding of the philosophy, theory, sociological, environmental, and legal/ethical aspects of persons with disabilities, (b) medical, vocational, and psychosocial aspects of disabling conditions, (c) theories and techniques in individual and group counseling, and (d) care/disability management and career and lifestyle choices of persons with disabilities.

In addition to the required coursework, students must also complete a 100-clock-hour practicum and 600-clock-hours of internship experience in a private or public rehabilitation/health care facility or mental health setting by completing both COUN 6303 and COUN 6323.

Candidates for the M.R.C. degree must also pass a written comprehensive examination which is typically taken during the last semester of the student's program. Overall, students who complete the M.R.C. degree will be skilled and competent professionals who will be trained to provide rehabilitation counseling services to a diversity of persons with congenital and/or acquired mental/emotional, psychiatric, cognitive/neurological, physical, and psychosocial disabilities.

Upon completion of the M.R.C. degree, students are eligible to sit for the Certified Rehabilitation Counselor (CRC) certification exam. With additional course work, students will be eligible to sit for the NBCC/Licensed Professional Counselor (LPC) examination and/or the Commission on Certification of Work Adjustment and Vocational Evaluation Specialists (CCWAVES) examination which leads to the Certified Vocational Evaluator (CVE) credential.

Students are strongly encouraged to obtain one or more of these professional certifications. Many students who will enter practice professionally in the field of rehabilitation counseling will be required either before or during their employment to obtain professional certification. Additional information about the M.R.C. program can be obtained at the following website: <http://www.astate.edu/college/education/departments/psychology-and-counseling/>.

ADMISSION REQUIREMENTS

Students seeking admission into the M.R.C. degree program must meet the admission requirements of the Graduate School for unconditional or conditional status and the specific program requirements. Applications to the M.R.C. program are accepted for any enrollment period. Applicants for the M.R.C. degree are expected to complete the program within five years beginning at the point of admission to the program. A completed application packet is due at least four weeks prior to the beginning of the student's first term of enrollment. In addition to the Graduate School application, applicants must complete the M.R.C. application.

Applicants must:

- Have three letters of recommendation from professionals in the fields of psychology, rehabilitation, or a related discipline sent directly to the Graduate School that will support the student's request for admission and address the student's academic skills, personal attributes, strengths, and/or limitations.
- Submit a completed M.R.C application and a letter that requests acceptance into the M.R.C. Program. Students should state their academic goals and interests.
- Submit verbal and quantitative scores on the Graduate Record Examination (GRE).
- Appear for an interview with the M.R.C. Admissions Committee prior to acceptance into the program.

Unconditional Admission Status: Academic proficiency for unconditional admission may be established through satisfaction of either of the following criteria:

- a. A minimum cumulative undergraduate grade point average of 3.00 (or 3.25 on the last 60 hours of undergraduate work) and a minimum cumulative score of 290 on the combined verbal and quantitative sections of the GRE.
- b. Unconditional admission to the Graduate School, a cumulative score of at least 290 on the combined verbal and quantitative sections of the GRE and a minimum cumulative graduate grade point average of 3.25 on 12 or more hours with no grade less than a "B."

Conditional Admission Status: Academic proficiency for conditional admission may be established through satisfaction of either of the following criteria:

- a. A minimum cumulative undergraduate grade point average of 2.75 (or 3.00 on the last 60 hours of undergraduate work) and a cumulative score of at least 290 on the combined verbal and quantitative sections of the GRE.
- b. Unconditional admission to the Graduate School and a minimum cumulative graduate grade point average of 3.00 on 12 or more semester hours with no more than one course with a grade of "C" and no grade less than a "C." GRE scores may be required.

NOTE: With the exception of COUN 5753 Introduction to Rehabilitation, a Non-degree Student must have prior approval from an M.R.C. faculty member to enroll in any of the required M.R.C. courses.

PROGRAM OF STUDY AND CURRICULUM

M.R.C. students, depending upon the adequacy of their academic backgrounds, will complete a minimum of 48 semester hours of coursework for the M.R.C. degree. The student's program of study will be planned and outlined with his/her academic adviser during the first period of enrollment.

Rehabilitation Counseling

Master of Rehabilitation Counseling

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
<i>A student will be allowed to enroll in internship under the following conditions: 3.00 GPA, completion of all required courses, and permission of the MRC Degree Committee.</i>	
COUN 5753, Introduction to Rehabilitation	3
COUN 6033, Social & Cultural Foundations of Counseling	3
COUN 6043, Career Development and Services	3
COUN 6053, Ethical, Legal, and Professional Issues in Counseling	3
COUN 6113, Theories and Techniques in Counseling	3
COUN 6123, Group Counseling	3
COUN 6203, Counseling Prepracticum	3
COUN 6243, Case Management in Rehabilitation	3
COUN 6253, Vocational Services in Rehabilitation	3
COUN 6263, Medical Aspects of Disability	3
COUN 6283, Practicum in Rehabilitation Counseling	3
COUN 6303, Internship I in Rehabilitation Counseling	3
COUN 6323, Internship II in Rehabilitation Counseling	3
COUN 6563, Psychosocial Aspects of Disability	3
ELFN 6773, Introduction to Statistics and Research OR PSY 6213, Statistics and Research Design in Psychology and Counseling	3
PSY 6573, Psychological Testing	3
Sub-total	48
Total Required Hours:	48

CERTIFICATE IN CLINICAL MENTAL HEALTH COUNSELING

The Certificate in Clinical Mental Health Counseling has two primary purposes. First, it is intended for graduate students enrolled in Arkansas State University's Master of Science in Education degree with a major in School Counseling, Master of Rehabilitation Counseling degree, or Specialist in Education degree with a major in Psychology and Counseling enrolled in the school psychology track that intend to pursue licensure as professional counselors upon graduation. Second, the certificate is for individuals who already hold a graduate degree in counseling or a closely related field. Specifically, the certificate program: (1) allows students in the above degree programs access to course work necessary for Arkansas licensure as a professional counselor, (2) allows individuals currently working in mental health settings to upgrade their knowledge and skills related to working with clinical populations, (3) allows individuals who have earned a degree in counseling or a closely related field with fewer than the required minimum hours for professional counseling licensure to add the necessary hours, and/or (4) allow individuals with a license as a professional counselor to add one or more specialization licenses available through the Arkansas Board of Examiners in Counseling. To gain admission to this certificate program, applicants in Arkansas State University's graduate degree programs noted above must be a student in good standing with a minimum of a 3.0 GPA, have completed a minimum of 24 credit hours toward their primary degree, have successfully completed COUN 6203 Prepracticum and PSY 6113 Theories and Techniques of Counseling with a course grade of "B" or better, and have a recommendation from their primary academic advisor. Post graduate applicants must meet requirements for admission to the Ed.S. degree in Psychology and Counseling (Clinical Mental Health Counseling track).

Students in this certificate program will complete a minimum of 15 hours from among existing courses approved for credit toward the existing Specialist in Education degree with an emphasis in Clinical Mental Health Counseling. Hours completed in fulfillment of a prior degree cannot be counted toward certificate requirements. Other relevant coursework completed while pursuing a prior degree, but not counted toward a prior degree, might be counted toward certificate requirements with approval of the academic advisor. The basic curriculum for the certificate program is comprised of the courses required by the licensure board that typically are not required by any of the programs that are identified as feeders to this certificate program.

Clinical Mental Health Counseling

Certificate

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Core Courses:	Sem. Hrs.
COUN 6023 Introduction to Clinical Mental Health Counseling	3
COUN 7463 Couples and Family Counseling	3
PSY 7533 Psychopathology	3
PSY 7633 Physiological Psychology and Psychopharmacology	3
Sub-total	12
Electives:	Sem. Hrs.
Electives are selected from courses approved for credit in the Specialist in Education degree in Psychology and Counseling Clinical Mental Health Counseling track as approved by the academic advisor based upon a student's individual needs and aspirations.	3
Total Required Hours:	15

NOTE: If a student has already received degree credit for courses named in the basic curriculum, the student's academic advisor may modify that curriculum by substituting other courses approved for credit in the Ed.S. degree in Psychology and Counseling (Clinical Mental Health Counseling track). Individual student needs may indicate the value of requiring more than 3 hours of elective coursework and clinical experiences, but the total submitted for the Certificate in Clinical Health Counseling should not exceed 24 hours.

GRADUATE CERTIFICATE IN PLAY THERAPY

The Graduate Certificate in Play Therapy has two primary purposes. First, it is intended for graduate students enrolled in Arkansas State University's Master of Science in Education degree with a major in School Counseling, Master of Rehabilitation Counseling degree, or Specialist in Education with a major in Psychology and Counseling enrolled in the clinical mental health or school psychology track who wish to obtain advanced training in play therapy. Second, the certificate is for individuals who already hold a graduate degree in counseling or a closely related field. Specifically, the certificate program allows students in the above degree programs and individuals currently working in mental health settings access to educational course work required by the Association for Play Therapy to obtain the Registered Play Therapist (RPT) credential. As part of gaining the Registered Play Therapist credential, licensed mental health professionals can also add a specialization license available through the Arkansas Board of Examiners in Counseling.

To gain admission to this certificate program, all applicants should submit an application packet to the Registrar's Office. Applicants in Arkansas State University's graduate degree programs noted above must be a student in good standing with a minimum of a 3.0 GPA, have successfully completed COUN 6203 Prepracticum, COUN 6213 Counseling Practicum or COUN 6283 Practicum in Rehabilitation Counseling, and PSY 6113 Theories and Techniques of Counseling with a course grade of "B" or better, and have a recommendation from their primary academic advisor. Post graduate applicants must hold an earned master's degree or higher in counseling or a closely related field from an accredited institution with a minimum 3.0 cumulative grade point average and a "B" or better in clinical courses. Post graduate applicants must submit three letters of recommendation, a written statement describing their career goals and reason for entering the program, curriculum vitae or resume, and official transcripts of all previous coursework.

Students in this certificate program will complete a minimum of 12 hours from among required courses. Hours completed in fulfillment of a prior degree cannot be counted toward certificate requirements.

Play Therapy
Certificate

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Core Courses:	Sem. Hrs.
COUN 6103, Introduction to Play Therapy	3
COUN 6143, Expressive Arts in Counseling	3
COUN 6153, Advanced Play Therapy	3
COUN 6163, Child-Parent Relationship Therapy	3
Sub-total	12
Total Required Hours:	12

CERTIFICATE IN DYSLLEXIA THERAPY

This program has been designed to prepare licensed educators with the knowledge and skills necessary to obtain an endorsement as a Dyslexia Therapist to the teaching license in the state of Arkansas. In 2013, the 89th General Assembly in the State of Arkansas passed Act 1294 mandating that all teacher education programs offered by state-supported institutions of higher education provide appropriate dyslexia information for educators regarding the identification of students at risk for dyslexia and related disorders. Also stipulated in the law was a mandate requiring public schools to provide dyslexia intervention services to eligible students by the 2016-2017 academic year and that these services would be provided by persons with the appropriate training needed to provide such services. As a result of these legal mandates, the licensure endorsement program was developed at Arkansas State University from existing courses, both didactic and practical, and with existing faculty to provide appropriate higher education experiences necessary to address the letter and intent of Act 1294.

The program of study will be delivered as graduate level university credit at Arkansas State University and is comprised of fifteen (15) hours of graduate credits. These five (5) courses constitute a collection of courses already being taught at Arkansas State University by three different academic departments. The departments of Teacher Education, Educational Leadership Administration, and Communication Disorders have collaborated to combine areas of expertise within each faculty necessary to deliver the instruction of appropriate knowledge and skills required by candidates seeking to become dyslexia therapists. The courses will collectively provide academic instruction of the knowledge base associated with the basic structure of language, the interaction between language and literacy, diagnostic principles and practices necessary for evaluating reading skills, multisensory approaches used to remediate reading deficits, and the legal mandates protecting the educational and civil rights of students receiving therapy services in public school environments. These courses will be sequenced to culminate in a capstone experience in which each candidate will complete an extensive clinical practicum that will be supervised by university faculty members.

Candidates seeking this endorsement to teacher licensure will be required to be admitted to the graduate school at Arkansas State University with an academic advisor employed by the department of Teacher Education. These candidates are not required to maintain full-time student enrollment in the program of study. As a result, opportunities for in-service teachers to complete the program of study while maintaining public school employment will be available. Each candidate, in consultation with the academic advisor, must maintain a level of appropriate academic performance (as governed by the rules and regulations of the Graduate School) in order to persist in the completion of program requirements.

Dyslexia Therapy Certificate

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Core Courses:	Sem. Hrs.
CD 6363, Language and Learning Disorders	3
ELAD 6423, Special Education Law	3
RDNG 6333, Reading Practicum I - Diagnosis and Intervention	3
RDNG 6513, Emergent Literacy Birth Through Primary Years	3
RDNG 6553, Adolescent Literacy	3
Sub-total	15
Total Required Hours:	15

Program of Study for the Master of Science in College Student Personnel Services Degree

Offered through ASTATE Online Learning Services

PURPOSE OF THE DEGREE

The purpose of the M.S. degree in College Student Personnel Services is to train entry level professionals for a broad array of student services positions in higher education.

The College Student Personnel Services program is housed within the Department of Educational Leadership, Curriculum, and Special Education. The program is designed to be consistent with the curriculum and training guidelines developed by the American College Personnel Association and approved by the Council for the Advancement of Standards in Higher Education (CAS).

PROGRAM ADMISSION PROCEDURES

1. Contact the Graduate School for an application materials packet.
2. Submit to the Graduate School all application materials, including:
 - a. Completed Graduate School application form with specified application fee, proof of immunization for measles and rubella (if date of birth is January 1957 or later), selective service status form, and separate transcripts of all undergraduate and graduate work from all colleges and universities attended.
3. Application file is reviewed by the Graduate School and, if the applicant qualifies for admission to the Graduate School, the file (including all materials listed above) is forwarded to the College Student Personnel Services Program Coordinator.
4. Application file is reviewed by the College Student Personnel Services Program Committee on Admissions. This committee evaluates all materials in the file to determine the applicant's eligibility for the program, determines whether or not the applicant will be admitted, establishes conditions of admission if needed, and assigns an adviser to admitted students.
5. Application file is returned to the Graduate School for notification of the applicant. For applicants who are admitted, notification will include identification of the academic adviser and conditions of admission, if any.

PROGRAM ADMISSION REQUIREMENTS

To be considered for admission to the M.S. degree program in College Student Personnel Services, applicants must hold an earned bachelor's or master's degree from a regionally accredited institution of higher education, present evidence of personal qualities consistent with those required for effective practice in student affairs, and present evidence of the academic abilities needed to complete graduate level work successfully. The indicated grade point averages reflect minimum criteria for consideration of an applicant. Because a variety of factors are considered in admitting students, simply meeting the minimum criteria does not guarantee acceptance.

Previous academic work will provide the primary information used by admissions committee members in forming their judgment of an applicant's academic ability. Based upon past academic performance, applicants who are admitted can be admitted on either an unconditional or a conditional basis.

Unconditional Admission Status: Applicants who are admitted will be placed in the unconditional admission status if they meet one of the following:

- a. A minimum undergraduate cumulative grade point average of 2.75 (or 3.00 on the last 60 hours), or
- b. A minimum undergraduate cumulative grade point average of 3.00 (or 3.25 on the last 60 hours), or
- c. A minimum cumulative grade point average of 3.00 on at least 12 hours of previous graduate work with no more than one course grade of "C" and no course grade below a "C."

Conditional Admission Status: Applicants who are admitted will be placed in the conditional admission status if they meet one of the following:

- a. A minimum undergraduate cumulative grade point average of 2.50 (or 2.75 on the last 60 hours), or
- b. A minimum undergraduate cumulative grade point average of 3.00 on the last 60 hours of undergraduate work, or
- c. A minimum cumulative grade point average of at least 3.00 on at least 6 hours of previous graduate work with no more than one grade of "C" or below, or
- d. A minimum cumulative undergraduate grade point average of 2.70, continuous employment (full or part-time) for at least the previous 12 months in a student affairs position at a regionally accredited institution of higher education, and submission of a letter from the Chief Student Affairs Officer of the employing institution attesting that the applicant has shown considerable promise for college student personnel work.

ELIGIBILITY TO CONTINUE IN THE COLLEGE STUDENT PERSONNEL SERVICES PROGRAM

To remove conditional status students must earn a cumulative grade point average of at least 3.00 on their next 12 hours of required courses, and must have no more than one course with a grade of "C." Students who fail to remove conditional status in this manner after their first 12 hours of required courses will be dropped from the program.

Retention checkpoints for students admitted to the College Student Personnel Services program include the following:

1. **Semi-Annual Review:** All students admitted to the program will be subject to semi-annual reviews conducted by the degree program committee during the last three weeks of every fall and spring semester. The committee will assess current evidence of a student's relevant personal qualities and his or her academic progress. Any student having earned more than one grade of "C" will come under close scrutiny. As an out come of the review, the committee will approve the student for continuation in the program without conditions, continuation in the program with specified conditions, suspension from the program with conditions for readmission, or removal from the program.
2. **Eligibility for Graduation:** Students who have completed all courses in the College Student Personnel Services program with a 3.00 cumulative grade point average, have a cumulative grade point average of 3.00 on all graduate work, will be eligible for conferral of the degree.

ACADEMIC CREDIT

Credit will not be given for any course completed more than six years prior to completion of the degree. Students with dated courses may be required to repeat these courses or engage in other relevant experiences whether or not they have been used to fulfill requirements for another degree.

Consistent with the Graduate School residence requirement, students may transfer no more than nine (9) hours of course credit toward the M.S. in College Student Personnel Services. Without prior approval in writing from the program coordinator, the practicum must be completed through enrollment at Arkansas State University-Jonesboro. Such approval will be granted only when the program coordinator can verify that the quality of experience is comparable to that at Arkansas State University and that the student will be unable to complete his or her degree without the waiver. The burden of proof in providing these assurances rests with the student.

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

College Student Personnel Services

Master of Science

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
CSPS 6333, Student Personnel Services in Higher Education	3
CSPS 6343, College Student Development	3
CSPS 6373, Multicultural Dynamics in Higher Education	3
CSPS 6383, Practicum in College Student Personnel Services	3
CSPS 6393, Assessment, Accreditation and Accountability in Higher Education	3
ELAD 6273, Legal Aspects of Higher Ed	3
ELAD 6313, Higher Education Finance	3
ELAD 6333, Organization and Administration of College Student Personnel Services	3
ELFN 6773, Introduction to Statistics and Research	3
Select three of the following: CCED 7003, The Community College CSPS 6363, Development and Advancement in Higher Ed ELAD 6103, Ethical Leadership ELAD 6323, Organization and Governance of Higher Education ELFN 6763, Philosophies of Education	9
Sub-total	36
Total Required Hours:	36

Program of Study for the Master of Science in Education Degree in School Counseling

The School Counseling Program offered by the Department of Psychology and Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Students completing this program are eligible in both Arkansas and Missouri.

PURPOSE OF THE DEGREE

The purpose of the M.S.E. degree in School Counseling is to train school counseling professionals with expert skills in coordinating school counseling programs, supporting the teaching/learning process, counseling with students, and consulting with persons having significant influence on students' well-being and development. This program provides graduate-level study which is based on the comprehensive developmental model of school guidance and counseling. This program prepares K-12 counselors to promote development of skills and experiences needed by all students for success in school and later life, to develop prevention programs focused on predictable hindrances to development of identifiable groups of students, to conduct interventions for remediation of individual concerns, and to intervene with both groups and individuals in crisis situations.

Throughout the program, school counseling trainees are required to engage in experiences intended to increase their self-awareness and promote their own personal and professional development. The educational and developmental orientation of the School Counseling Program provides students with unique expertise that makes them the appropriate choice for counseling practice in a school setting. Students in the School Counseling Program experience a depth of training and acquire a level of expertise for practice in the school setting that is comparable to that of counselors in other settings.

PROGRAM ADMISSION PROCEDURES

1. Contact the Graduate School for an application materials packet.
2. Submit to the Graduate School all application materials, including:
 - a. Completed Graduate School application form with specified application fee, proof of immunization for measles and rubella (if date of birth is January 1957 or later), selective service status form, and separate official transcripts of all undergraduate and graduate work from all colleges and universities attended.
 - b. Official report of a score, obtained within the last five (5) years, on either the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE).
 - c. A typewritten essay that addresses (1) personal, educational, and career goals and aspirations; (2) personal perceptions of influences on goals and aspirations; and (3) personal view of the role and value of school counseling.
 - d. Three appraisal/recommendation forms, with at least one completed by a work supervisor and at least one completed by a faculty member in the applicant's most recent academic program of study. (When the applicant has not completed that program of study, a statement of status in that program also is required.) Applicants who have not been enrolled in an academic program for more than five years may substitute a recommendation from a current or recent employer for the faculty recommendation. The third form may be completed by anyone who can attest to the applicant's ability and/or character, except that it may not be completed by anyone who is a relative of the applicant.
3. Application file is reviewed by the Graduate School and, if applicant qualifies for admission to the Graduate School, the file (including all materials listed above) is forwarded to the School Counseling Program Coordinator in the Department of Psychology and Counseling.
4. Application file is reviewed by the School Counseling Program Committee on Admissions. This committee evaluates all materials submitted by the applicant, decides whether the applicant meets program requirements and expectations, appoints an academic adviser for the applicant who is admitted to the program, and sets any conditions of admission.

5. Application file is returned to the Graduate School for notification to the applicant of the admission status. For applicants who are admitted, the notice also will include identification of academic adviser and conditions of admission, if any.

PROGRAM ADMISSION PROCEDURES

To be considered for admission to the School Counseling Program, applicants must present evidence of qualities consistent with those required for effective school counseling practice. The written statement prepared by the applicant, combined with the appraisal/recommendation forms from references, will be used as the basis for committee members' judgment of the applicant's personal and interpersonal qualities. All persons admitted to the program are required to meet the same standard in regard to these qualities.

Applicants also must present evidence of potential ability to perform academic work at the advanced graduate level. Standardized test proficiency and past grade performance provide the primary data for judging academic ability; other indicators, such as quality of writing in the applicant's prepared statement, also will be considered. Based on the combination of test proficiency and past academic performance, an applicant may qualify for either unconditional or conditional admission status.

Unconditional Admission Status: Academic proficiency for unconditional admission may be established through satisfaction of either of the following criteria:

- a. A minimum cumulative undergraduate grade point average of 3.00 (or 3.25 on the last 60 hours of undergraduate work) and a minimum cumulative score of 290 on the combined verbal and quantitative sections of the GRE.
- b. Unconditional admission to the Graduate School, a cumulative score of at least 290 on the combined verbal and quantitative sections of the GRE and a minimum cumulative graduate grade point average of 3.25 on 12 or more hours with no grade less than a "B."

Conditional Admission Status: Academic proficiency for conditional admission may be established through satisfaction of either of the following criteria:

- a. A minimum cumulative undergraduate grade point average of 2.75 (or 3.00 on the last 60 hours of undergraduate work) and a cumulative score of at least 290 on the combined verbal and quantitative sections of the GRE.
- b. Unconditional admission to the Graduate School and a minimum cumulative graduate grade point average of 3.00 on 12 or more semester hours with no more than one course with a grade of "C" and no grade less than a "C." GRE scores may be required.

In addition to the previous standards, students seeking admission to the School Counseling specialization may use an MAT score in place of the GRE. For unconditional admission, students must have a minimum scaled MAT score of 350. For conditional admission, the school counseling applicant must have a minimum scaled MAT score of 275. The MAT may be used in lieu of the GRE for admission to other counseling programs in special circumstances.

ELIGIBILITY TO CONTINUE IN THE SCHOOL COUNSELING PROGRAM

Students admitted in Conditional status must earn a cumulative grade point average of at least 3.00 on the next 12 hours of course requirements and have no more than one course in these 12 hours with a grade of "C." Students who fail to remove Conditional status in this manner will be dropped from the School Counseling Program.

Retention checkpoints for students admitted to the School Counseling Program include the following:

1. **Semi-Annual Review:** In addition to the academic standards for continuing enrollment, all students admitted to the School Counseling Program will be subject to semiannual review by the Degree Program Committee. This semi-annual review will be conducted at some time during the last three weeks of the Fall and Spring semesters. At this review, the Committee will assess current evidence of each student's personal and interpersonal qualities deemed essential for effective school counseling practice. The Committee also will assess overall quality of academic performance, and any student having earned more than one grade of "C" will come under close scrutiny. Outcomes at each review may be approval for unrestricted continuation in the program, approval for continuation in the program with specified contingencies, suspension from the program with specified contingencies for readmission, or removal from the program.
2. **Approval to Register for Clinical Courses:** Eligibility to enroll in supervised clinical training (i.e., COUN 6213, 6223, and 6233) is subject to approval of a Screening Committee. To obtain this approval, a student must have successfully completed all prerequisites and be deemed to have shown evidence of readiness for the level of practice required in the particular course.
3. **Eligibility for Comprehensive Examination:** Students who have earned an overall graduate grade point average of 3.00, have earned a cumulative grade point average of at least 3.00 on all courses completed in the School Counseling Program, and are enrolled for their final period of study will be eligible to sit for the comprehensive examination.
4. **Eligibility for Graduation:** Students who have earned an overall graduate grade point average of 3.00, have completed all courses required for the School Counseling Program and earned a cumulative grade point average of at least 3.00 on these courses, have earned a grade of "B" or better for clinical courses (i.e., COUN 6213, COUN 6223, and COUN 6233), have taken the appropriate PRAXIS II examination, and have passed the comprehensive examination will be eligible for conferral of degree.

ACADEMIC CREDIT

Graduate School policy prohibits credit toward degree requirements for any courses completed more than six years prior to completion of the degree program. In addition, both degree-seeking and nondegree-seeking students enrolling in COUN and PSY courses are expected to provide evidence that prerequisite knowledge is sufficiently current to support successful academic and/or clinical performance. Thus, students with dated courses may be asked to repeat such courses whether or not they have been used to fulfill requirements of another degree.

All candidates for the M.S.E. degree in School Counseling must take the PRAXIS II specialty area test in Professional School Counseling (#0421) before graduation. The candidate must arrange for a score to be sent to Arkansas State University and must provide a copy of the individual score report to the program coordinator.

School Counseling

Master of Science in Education

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
COUN 6013, Introduction to School Counseling	3
COUN 6033, Social and Cultural Foundations of Counseling	3
COUN 6043, Career Development and Services	3
COUN 6073, Program Development, Implementation, and Evaluation in School Counseling	3
COUN 6113, Theories and Techniques in Counseling	3
COUN 6123, Group Counseling	3
COUN 6203, Counseling Prepracticum	3
COUN 6213, Counseling Practicum	3
COUN 6223, Counseling Internship—Elementary School	3
COUN 6233, Counseling Internship—Secondary School	3
ELFN 6773, Introduction to Statistics and Research OR PSY 6213, Statistics and Research Design in Psychology and Counseling	3
PSY 6513, Advanced Educational Psychology OR PSY 6523, Behavior Assessment and Intervention	3
PSY 6543, Psycho-Social Aspects of Development	3
PSY 6573, Psychological Testing	3
PSY 6613, Professional Consultation	3
Elective in Psychology or Counseling	3
Sub-total	48
Total Required Hours:	48

Program of Study for the Master of Science in Exercise Science Degree

PURPOSE OF THE DEGREE

The Master of Science degree in Exercise Science offers both a thesis and a non-thesis program of study. Both program of study tracts require 33 credit hours. Specifically, the purpose of the Master of Science in Exercise Science degree is to serve students wanting to work in the areas of health and wellness in the clinical, corporate or commercial environments.

ADMISSION REQUIREMENTS

Students seeking admission into the Master of Science degree program in Exercise Science must meet the admission requirements of the Graduate School for unconditional or conditional status. In addition, applicants must meet specific program requirements. Candidates who do not meet the Exercise Science program admission requirement will be required to complete undergraduate coursework to meet identified deficiencies. Previously completed coursework will be evaluated on an individual basis to determine if any deficiencies exist in foundation courses for the discipline. Identified courses may be completed concurrently with graduate work, but must be completed before the degree is awarded. In addition, undergraduate deficiency course removal must be sequenced in order to provide the student with the appropriate background knowledge before enrollment into the respective graduate level course will be allowed.

Applicants must present evidence of potential ability to perform academic work at the advanced graduate level. Standardized test proficiency and past grade performance will be used to provide the primary data for judging academic ability. Other indicators, such as quality of writing in the Applicant's prepared statement and faculty references, will also be considered. Based on past academic performance, an applicant must qualify for either unconditional or conditional admission status.

- **For unconditional admission**, students are required to have a minimum 3.0 cumulative GPA or 3.25 GPA during the last 60 credit hours of university work.
- **For conditional admission**, students are required to have a 2.75 cumulative GPA or 3.0 GPA during the last 60 credit hours of university work.

Applicants are required to submit the following:

- Official transcripts as verification of all coursework and degree(s).
- A formal Statement of Goals which should explain in at least 500 words why he/she is seeking admission into the program and what plans he/she has following the attainment of the degree.
- A current resume.
- At least two letters of recommendation from individuals who can speak to the applicant's academic potential and professional capabilities. Applicants must have at least one recommendation from a university faculty member who is familiar with the applicant's work as a student. The professional recommendation should come from a supervisor in which he/she has evaluated the applicant's current or prior work.

Lastly, faculty may require interviews in addition to written credentials as part of the admission process. In addition to the above requirements, admission to the degree program may require completion of specific prerequisite undergraduate courses. Applicants will be considered for admission during a given review cycle only if all of the above materials have

been received by the Graduate School's application deadlines. After the initial review of admission materials the committee members can either choose to reject the candidate without an interview or decide to proceed with an interview. Following the interview phase, the Admissions Committee makes its final recommendation to accept the candidate for admission or to deny admission. Incomplete applications will not be considered.

Exercise Science

Master of Science

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
ESPE 6513, Cardiovascular Physiology	3
ESPE 6523, Physical Activity for Special Populations	3
ESPE 6533, Laboratory Techniques in Exercise Physiology	3
ESPE 6543, Cellular Exercise Physiology	3
ESPE 6623, Measurement and Statistics	3
ESPE 6653, Neuromuscular Physiology	3
ESPE 6673, Research Design	3
ESPE 6683, Biomechanical Analysis of Sport Skills	3
ESPE 6693, Motor Learning OR ESPE 6663 Advanced Strength Training and Conditioning	3
ESPE 678V, Thesis OR Restricted ESPE Electives	6
Sub-total	33
Total Required Hours:	33

Program of Study for the Master of Science in Sport Administration Degree

Offered through ASTATE Online Learning Services

PURPOSE OF THE DEGREE

The M.S. Sport Administration degree in the Department of Health, Physical Education & Sport Sciences is designed as a 36-credit hour program that serves graduate students interested in preparing for management or administrative opportunities in professional sports, intercollegiate and interscholastic athletics, sport facilities, and sports marketing and management agencies.

ADMISSION REQUIREMENTS

Applicants must meet the admission requirements of the ASU Graduate School and the specific program requirements. The minimum requirement for admission is the baccalaureate degree or its equivalent from an accredited institution.

Applicants must present evidence of potential ability to perform academic work at the advanced graduate level. Standardized test proficiency and past grade performance will be used to provide the primary data for judging academic ability. Other indicators, such as quality of writing in the Applicant's prepared statement and faculty references, will also be considered. Based on past academic performance, an applicant must qualify for either unconditional or conditional admission status.

- **For unconditional admission**, students are required to have a minimum 3.0 cumulative GPA or 3.25 GPA during the last 60 credit hours of university work.
- **For conditional admission**, students are required to have a 2.75 cumulative GPA or 3.0 GPA during the last 60 credit hours of university work.

Applicants are required to submit the following:

- Official transcripts as verification of all coursework and degree(s).
- A formal Statement of Goals which should explain in at least 500 words why he/she wants to be admitted into the program and what he/she plans to do with the M.S. in Sport Administration degree..
- A current resume.
- At least two letters of recommendation from individuals who can speak to the applicants academic potential and professional capabilities. Applicants must have at least one recommendation from a university faculty member who is familiar with the applicant's work as a student. The professional recommendation should come from a supervisor in which he/she has evaluated the applicant's current or prior work.

Lastly, faculty may require interviews in addition to written credentials as part of the admission process. In addition to the above requirements, admission to the degree program may require completion of specific prerequisite undergraduate courses. Applicants will be considered for admission during a given review cycle only if all of the above materials have been received by the Graduate School's application deadlines. After the initial review of admission materials the committee members can either choose to reject the candidate without an interview or decide to proceed with an interview. Following the interview phase, the Admissions Committee makes its final recommendation to accept the candidate for admission or to deny admission. Incomplete applications will not be considered.

Sport Administration

Master of Science

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
ESPE 6103, Ethical Issues in Sport	3
ESPE 6113, Sport Law	3
ESPE 6123, Sport Marketing	3
ESPE 6133, Sport Finance & Budgeting	3
ESPE 6143, Sport Communications	3
ESPE 6153, Sport Leadership	3
ESPE 6163, Sport Governance & Operations	3
ESPE 6603, Sport in Society	3
ESPE 6643, Current Readings Seminar in Physical Education and Sport Science	3
ESPE 6673, Research Design	3
ESPE 681V Internship OR ESPE 678V Thesis	6
Sub-total	36
Total Required Hours:	36

Program of Study for the Master of Science in Psychological Science Degree

PURPOSE OF THE DEGREE

The Master of Science in Psychological Science is a 36-semester hour program intended to provide students with an emphasis in basic and applied psychological research, combined with advanced training in core content areas of psychology. The program is intended for students who seek additional training for further graduate study or entrance into the labor force as applied researchers.

ADMISSION REQUIREMENTS

Applicants must meet the admission requirements of the ASU Graduate School and the specific program requirements. In addition to Graduate School criteria, applicants must provide evidence of their potential to perform graduate work in psychological research successfully.

Applicants must satisfy the following criteria:

- For admission to the ASU Graduate School, students are required to have a minimum 3.0 cumulative GPA or 3.25 GPA during the last 60 credit hours of university work.
- Students are also required to have a minimum cumulative GPA of 3.25 in their major and must have completed an undergraduate statistics class with a minimum grade of "C".

Applicants are required to submit the following materials:

- Cover letter of interest
- Three letters of recommendation
- Official GRE scores
- Statement of Purpose describing the applicant's reason for entering the program, previous research experience, and current research interests
- Current Vita
- Official transcripts

Following review of the application materials, selected applicants will complete an entrance interview (phone, internet video, or in person).

Psychological Science

Master of Science

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
PSY 5303, Research Methodology	3
PSY 5313, Applied Analysis of Psychological Research I	3
PSY 5623, Program Development, Implementation, and Analysis	3
PSY 6313, Applied Analysis of Psychological Research II	3
PSY 6633, Foundations of Organizational Psychology	3
PSY 6643, Foundations of Cognitive Psychology	3
PSY 6653, Foundations of Social Psychology	3
PSY 6663, Advanced Psychological Seminar (Topics vary and can be taken multiple times for credit) OR Electives approved by the Program Coordinator	9
PSY 680V, Thesis	6
Sub-total	36
Total Required Hours:	36

Program of Study for the Master of Science in Early Childhood Services Degree

PURPOSE OF THE DEGREE

The Master of Science in Early Childhood Services degree is a professional degree designed for individuals who plan to gain a deeper knowledge of how to work with and for young children and their families. The Master of Science in Early Childhood Services program does not lead to an Arkansas teaching license.

ADMISSION REQUIREMENTS

Students seeking admission into the Master of Science degree program in Early Childhood Services must meet admission requirements of the Graduate School.

- **For unconditional admission**, students are required to have a minimum 3.0 cumulative GPA or 3.25 GPA during the last 60 credit hours of university work.
- **For conditional admission**, students are required to have a 2.75 cumulative GPA or 3.0 GPA during the last 60 credit hours of university work.

Early Childhood Services

Master of Science

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Teacher Education Core:	Sem. Hrs.
ELFN 6773, Statistics and Research	3
TE 6253, Perspectives on Professionalism in Education	3
Sub-total	6
Program Requirements:	Sem. Hrs.
Select six of the following: ECH 6423, Documenting Young Children's Learning and Development ECH 6513, Developmental Perspectives ECH 6533, Sources and Models of Early Childhood Curriculum ECH 6543, Administration and Supervision of Programs for Young Children ECH 6583, Practicum in Early Childhood Education I ECH 6593, Practicum in Early Childhood Education II ECH 6773, Research in Early Childhood ECH 6783, Leadership in Early Childhood	18
Six hours of prescribed electives which may include a Thesis or the two courses not taken above.	6
Sub-total	24
Total Required Hours:	30

Program of Study for the Master of Science in Education Degree in Early Childhood Education

PURPOSE OF THE DEGREE

The purpose of the M.S.E. degree in Early Childhood Education is to offer educators and educators-in-training a planned program of study focusing on the developmental and educational needs of young children. The program of study outlines herein leads to the successful completion of the graduate degree. This is not a "program of study" leading to initial teaching licensure.

ADMISSION REQUIREMENTS

Students seeking admission into the Master of Science in Education degree program in Early Childhood Education must meet the admission requirements of the Graduate School. In addition, applicants must have completed a minimum of 18 semester hours of professional education courses including the requirements for a valid teaching certificate based on a four year teacher education program.

Unconditional Admission: In addition to Graduate School criteria, academic proficiency must be established through satisfaction of either of the following admissions selection criteria:

- a. A minimum cumulative undergraduate grade point average of 3.00 (or 3.25 on the last 60 hours) and a raw score of at least 380 on the Miller Analogies Test (MAT) or a minimum scaled score of 150 on the verbal reasoning section of the GRE and a minimum scaled score of 141 on the quantitative reasoning section of the GRE.
- b. A minimum cumulative undergraduate grade point average of 2.75 (or 3.00 on the last 60 hours) and a raw score of at least 388 on the MAT or a minimum scaled score of 150 on the verbal reasoning section of the GRE and a minimum scaled score of 141 on the quantitative reasoning section of the GRE.

Conditional Admission: In addition to Graduate School criteria for conditional admission, academic proficiency must be established through satisfaction of either of the following admission selection criteria:

A minimum cumulative undergraduate grade point average of 2.5 and a score of at least 368 on the MAT (or a minimum scaled score of 146 on the verbal reasoning section of the GRE and a minimum scaled score of 140 on the quantitative reasoning section of the GRE).

Early Childhood Education

Master of Science in Education

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Teacher Education Core:	Sem. Hrs.
ELFN 6773, Statistics and Research	3
TE 6233, Teaching and Assessment	3
TE 6243, Technology as a Tool for Teaching	3
TE 6253, Perspectives on Professionalism in Education	3
Sub-total	12
Program Requirements:	Sem. Hrs.
ECH 6423, Documenting Young Children's Learning and Development	3
ECH 6513, Developmental Perspectives	3
ECH 6533, Sources and Models of Early Childhood Curriculum	3
ECH 6773, Research in Early Childhood	3
ECH 6783, Leadership in Early Childhood	3
Sub-total	15
Early Childhood Specialty Areas:	Sem. Hrs.
<p>Select all courses from one of the following specialty areas:</p> <p>Administrator Specialty: ECH 6543, Administration and Supervision of Programs for young Children TE 6283, Practicum in Teacher Education</p> <p>National Board Specialty: ELCI 6083, Supervision and Evaluation of Teaching TE 6263, Teachers as professionals: Working Toward National Teaching TE 6283, Practicum in Teacher Education</p> <p>Master Teacher Specialty: ELCI 6083, Supervision and Evaluation of Teaching TE 6283, Practicum in Teacher Education</p> <p>Early Literacy Specialty: ELED 6003, Literature and Book Selection in the Elementary School RDNG 6513, Emergent Literacy: Birth through Primary Grades TE 6283, Practicum in Teacher Education</p>	6-9
Total Required Hours:	33-36

ENDORSEMENT IN TEACHING GRADES 5 AND 6

The Arkansas Department of Education allows for teachers licensed in grades 7-12 to attain an endorsement in teaching grades 5 and 6. Those individuals who wish to attain this endorsement must hold a 7-12 license before beginning the endorsement process. Credentials to teach grades 5 and 6 are added to the 7-12 license. In order to gain the endorsement, students must complete the following three courses with an overall cumulative grade point of 3.000 (B) or better with no grade of less than a C.

Interested parties should contact the Department of Teacher Education for more information.

Endorsement in Teaching Grades 5 and 6

Required Courses:	Sem. Hrs.
MLED 6403, The World of the Mid-Level Child	3
MLED 6413, Standards Based Instruction	3
MLED 6423, Teaming, Teaching, and Learning in the Mid-Level Education	3
Sub-total	9
Total Required Hours:	9

Program of Study for the Master of Science in Education Degree in Mid-Level Education

PURPOSE OF THE DEGREE

The purpose of the Master of Science in Education degree program in Mid-Level Education is to offer educators and educators-in-training a planned program of study focusing on the development and educational needs of children in grades 4 - 8.

ADMISSION REQUIREMENTS

Students seeking admission into the Master of Science in Education degree program in Elementary Education must meet the admission requirements of the Graduate School and the specific program requirements. In addition, applicants must have completed a minimum of 18 semester hours of professional education courses including the requirements for a valid teaching certificate based on a four-year teacher education program.

Unconditional Admission: In addition to Graduate School criteria, academic proficiency must be established through satisfaction of either of the following admissions selection criteria:

- a. A minimum cumulative undergraduate grade point average of 3.00 (or 3.25 on the last 60 hours) and a raw score of at least 380 on the Miller Analogies Test (MAT) or a minimum scaled score of 150 on the verbal reasoning section of the GRE and a minimum scaled score of 141 on the quantitative reasoning section of the GRE.
- b. A minimum cumulative undergraduate grade point average of 2.75 (or 3.00 on the last 60 hours) and a raw score of at least 388 on the MAT or a minimum scaled score of 150 on the verbal reasoning section of the GRE and a minimum scaled score of 141 on the quantitative reasoning section of the GRE.

Conditional Admission: In addition to Graduate School criteria for conditional admission, academic proficiency must be established through satisfaction of either of the following admission selection criteria:

A minimum cumulative undergraduate grade point average of 2.5 and a score of at least 368 on the MAT (or a minimum scaled score of 146 on the verbal reasoning section of the GRE and a minimum scaled score of 140 on the quantitative reasoning section of the GRE).

Mid-Level Education

Master of Science in Education

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Teacher Education Core:	Sem. Hrs.
ELFN 6773, Statistics and Research	3
TE 6233, Teaching and Assessment	3
TE 6243, Technology as a Tool for Teaching	3
TE 6253, Perspectives on Professionalism in Education	3
Sub-total	12
Program Requirements:	Sem. Hrs.
MLED 6403, The World of the Young Adolescent Mid-Level Child	3
MLED 6413, Standards Based Instruction	3
MLED 6423, Teaming, Teaching, and Learning in the Mid-Level Grades	3
Sub-total	9
Mid-Level Specialty Areas:	Sem. Hrs.
<p>Select one of the following specialty areas:</p> <p>Mid-Level Content Specialty Area: Six hours each from two specialty areas (English, Mathematics, Science, and Social Studies) for a total of twelve hours, as approved by advisor</p> <p>Mid-Level Content Specialty Area: Nine hours from one specialty area (English, Mathematics, Science, and Social Studies) as approved by advisor</p> <p>National Board Specialty: ELCI 6083, Supervision and Evaluation of Teaching TE 6263, Teachers as professionals: Working Toward National Teaching Standards TE 6283, Practicum in Teacher Education</p> <p>Middle Childhood Specialty (Select nine to twelve hours from the following): COUN 6913, Child and Adolescent Counseling ELCI 5513, Teaching Global Perspectives ELED 5613, Techniques of Behavior management ELED 6003, Literature and Book Selection in the Elementary School ELED 6013, Home School Relations ELED 660V, Thesis RDNG 5313, Methods and Materials in Reading RDNG 5343, Reading in the Content Area: Middle and Secondary School TE 6263, Teachers as Professionals: Working Toward National Teaching Standards Advisor Approved Electives (up to 6 hours)</p>	9-12
Total Required Hours:	30-33

Program of Study for the Master of Science in Education Degree in Reading

PURPOSE OF THE DEGREE

The purpose of the M.S.E. degree in Reading is to offer educators and educators-in training a planned program of study focusing on skills and techniques of teaching reading including the diagnosis and remediation of reading problems.

ADMISSION REQUIREMENTS

Students seeking admission into the Master of Science in Education degree program in Reading must meet the admission requirements of the Graduate School and the specific program requirements. In addition, applicants must have completed a minimum of 18 semester hours of professional education courses including the requirements for a valid teaching certificate based on a four-year teacher education program.

Unconditional Admission: In addition to Graduate School criteria, academic proficiency must be established through satisfaction of either of the following admissions selection criteria:

- a. A minimum cumulative undergraduate grade point average of 3.00 (or 3.25 on the last 60 hours) and a raw score of at least 380 on the Miller Analogies Test (MAT) or a minimum scaled score of 150 on the verbal reasoning section of the GRE and a minimum scaled score of 141 on the quantitative reasoning section of the GRE.
- b. A minimum cumulative undergraduate grade point average of 2.75 (or 3.00 on the last 60 hours) and a raw score of at least 388 on the MAT or a minimum scaled score of 150 on the verbal reasoning section of the GRE and a minimum scaled score of 141 on the quantitative reasoning section of the GRE.

Conditional Admission: In addition to Graduate School criteria for conditional admission, academic proficiency must be established through satisfaction of either of the following admission selection criteria:

A minimum cumulative undergraduate grade point average of 2.5 and a score of at least 368 on the MAT (or a minimum scaled score of 146 on the verbal reasoning section of the GRE and a minimum scaled score of 140 on the quantitative reasoning section of the GRE).

Conditional admission requires the student to earn a minimum grade of B or better in the first two classes of the graduate program.

Reading

Master of Science in Education

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Teacher Education Core:	Sem. Hrs.
ELFN 6773, Statistics and Research	3
TE 6253, Perspectives on Professionalism	3
Sub-total	6
Program Requirements:	Sem. Hrs.
RDNG 6313, Theory and Practice in Teaching Reading	3
RDNG 6333, Reading Practicum I - Diagnosis and Intervention	3
RDNG 6353, Reading Practicum II - Leadership in Literacy	3
RDNG 6513, Emergent Literacy Birth Through Primary Years	3
RDNG 6553, Adolescent Literacy	3
RDNG 6563, Principles of Literacy Cognition	3
Sub-total	18
Electives:	Sem. Hrs.
Select six hours from the following: RDNG 5313, Methods and Materials in Reading (with approval) RDNG 5803, Special Topics RDNG 6003, Literature and Book Selection RDNG 6103, The National Writing Project Model: Processes of Writing <i>Application required for participation</i> RDNG 6203, National Writing Project Perspectives: Genre and Discourse on Writing <i>Application required for participation</i> RDNG 6243, Reading in the Digital Age RDNG 6373, Qualitative Methods in Reading Research RDNG 6383, Reading Issues in a Multicultural and Pluralistic Society RDNG 6533, Literacy for Diverse Learners RDNG 6573, Action Research in Literacy Education RDNG 680V, Independent Study OR RDNG 645V, Thesis <i>With approval and supervision</i>	6
Total Required Hours:	30

Program of Study for the Master of Arts in Teaching Middle Level Initial Licensure

PURPOSE OF THE DEGREE

The purpose of this program is to provide an additional quality pathway to Arkansas teacher licensure for our region and state. Individuals seeking to enter public school teaching with bachelor's degrees are eligible to earn initial licensure through the Master of Arts in Teaching (MAT) degree. The MAT includes Teacher Education core courses along with specialized courses to create a Master's Program for initial licensure in Middle Level Education (grades 4-8) with a specialty in two content areas. Under current Arkansas Department of Education Standards for Teacher Licensure, individuals with a standard 4-8 certification may add K-6 or 7-12 licensure.

ADMISSION REQUIREMENTS

In relation to admission, candidates should contact the graduate office, fill out an application for graduate school with a declared major in Middle Level Education, and process the following items with the ASU Graduate School office.

Graduate School Criteria:

- Hold a bachelor's degree from a regionally accredited college or university (transcripts for undergraduate and graduate coursework must be submitted from all institutions attended.)
- Complete the ASU graduate school application and qualify for graduate admission.
- The acceptance of previous graduate work including transfer work is at the discretion of the MAT Program Director.

Unconditional Admission: In addition to Graduate School criteria, academic proficiency must be established through satisfaction of either of the following admissions selection criteria:

- a. A minimum cumulative undergraduate grade point average of 3.00 on any specialty area content work applied to the MAT Program and a minimum of the following scores on the GRE: Verbal Reasoning – 142; Quantitative Reasoning – 142; Analytical Writing – 3.5.
- b. Attain minimum passing scores on the Praxis Core Academic Skills for Educators (Core) and obtain a minimum score of 156 on reading (test code 5712), 162 on writing (test code 5722), and 150 on mathematics (test code 5732) prior to final program admission in the MAT Program and Teacher Education or meet any additional criteria as may be allowed by the Arkansas Department of Education.

Conditional Admission: Conditional admission may be granted to candidates with the appropriate GPA for one semester to complete the GRE or Praxis Core admission testing. Students may make no grade in a graduate class below a B while in conditional status. Students failing to meet the appropriate scores by the end of the first semester must withdraw from the program and seek re-admission after the test criteria are met.

SPECIALIZED REQUIREMENTS AND LICENSURE REQUIREMENTS

Licensure Requirements (subject to change by the Arkansas Department of Education) and including the GPA of 2.70 and the Praxis Core or GRE scores listed above.

- Complete a course at the graduate or undergraduate level focused on student exceptionalities
- Complete a course in Arkansas History
- Complete current Arkansas Department of Education requirements for specialized content area knowledge in any of the following two areas: English/Language Arts, Math, Science, Social Science. Competence in content specialty areas is crucial to candidate performance on specialty area testing. The MAT Program will meet all minimal requirements of the Arkansas Department of Education; however, candidates should work with their academic advisor to develop the needed content expertise to both teach the subject field and pass the required state testing. Arkansas Department of Education requirements are subject to change.

REQUIREMENTS FOR CONTINUED PROGRAM PARTICIPATION

- Submit all scheduled Teacher Education Program Application and Gateway Check forms.
- Submit a passing score on at least one Praxis II Specialty Content Exam prior to the Internship Semester (TE 6299).
- Complete content specialty area course work requirements so that no more than nine hours (ten hours if one class requires a laboratory) remain prior to the Internship (TE 6299)
- Complete all Professional education course work.
- Maintain a 3.00 average on both professional education course work and specialty area course work.
- Make no grade lower than a C in all professional area course work and specialty area course work. Candidates may not apply more than two classes with a grade of C toward graduate professional course work.
- Pass the Praxis II Principles of Learning and Teaching licensure exam prior to graduation.

Teaching

Master of Arts in Teaching

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
TE 6223, Effective Teaching with Diverse Populations	3
TE 6243, Technology as a Tool for Teaching	3
TE 6253, Perspectives on Professionalism in Education	3
Sub-total	9
Reading Instruction Block: Students who have completed RDNG 480V, Foundations of Reading and RDNG 480V, Methods and Materials of Reading as part of the Arkansas Department of Education's Non-Traditional Teacher Licensure Program prior to admission to the MAT program may substitute these two undergraduate Reading courses for the two graduate Reading courses listed as requirements of the MAT program. Students must still complete a minimum of thirty hours of graduate coursework in order to graduate.	Sem. Hrs.
RDNG 6013, Theories, Issues, and Methods of Reading	0-3
RDNG 6493, Advanced Reading Methods and Interventions	0-3
Sub-total	0-6
Practicum:	Sem. Hrs.
TE 6299, MAT Internship in Teacher Education <i>Completion of all teacher education core, reading instruction block, and specialty core courses with no more than nine to ten hours remaining required for enrollment.</i>	9
Program Requirements:	Sem. Hrs.
MLED 5042, Theories and Strategies of Middle Grade Classroom Management	2
MLED 6403, World of the Young Adolescent	3
MLED 6423, Team, Teach, and Learn in the Middle Grades	3
Sub-total	8
Classroom Management:	Sem. Hrs.
Select two of the following: MLED 5002, Methods and Materials of Teaching English Language Arts MLED 5012, Methods and Materials of Teaching Mathematics MLED 5022, Methods and Materials for Teaching Science MLED 5032, Methods and Materials for Teaching Social Studies	4
Total Required Hours:	30-36

Program of Study for the Master of Science in Education Degree in Educational Leadership

Offered through ASTATE Online Learning Services

PURPOSE OF THE DEGREE

The Masters Degree in Educational Leadership offers educators a planned program of study designed to improve their general educational and specific professional competencies as leaders in the public school systems. The degree is specifically designed to prepare building level administrators and is based on recommendations from professional organizations and accrediting associations.

ADMISSION REQUIREMENTS

Students seeking admission into the Master of Science in Education degree program in Educational Leadership must meet the admission requirements of the Graduate School and the specific program requirements as follows:

Unconditional Admission Status:

- Hold a valid teaching license.
- Achieved a minimum cumulative undergraduate grade point average of 3.00 (on a 4.00 scale).
- Have two years of teaching experience.
- Have a written commitment from a practicing program director who is in your area of licensure and who will function as your mentor during the program.
- No felony record

Conditional Admission Status: Students who do not meet the requirements for unconditional admission may be granted conditional admission as follows:

- Hold a valid teaching license.
- Achieved a minimum cumulative undergraduate grade point average of 2.75 (on a 4.00 scale) or a 3.00 GPA on the last 60 hours. Any courses attempted, including any repeated courses, are considered in computing the GPA.
- Have two years of teaching experience.
- Have a written commitment from a practicing program director who is in your area of licensure and who will function as your mentor during the program.
- No felony record

Students who fail to remove conditional status upon completing 12 semester hours of graduate work in the program will be dropped from the degree program.

ADDITIONAL REQUIREMENTS

- ASU-Jonesboro will be using Blackboard as the web delivery platform. This platform allows synchronous and asynchronous interactions, streaming video and electronic discussion boards. Students will also interact via e-mail, telephone, and fax.
- A high-speed internet connection (Ethernet, cable, DSL, public wireless hotspot, satellite, etc) will be necessary. Dial-up will not work. Computers must have specific minimum requirements. For example, they must have a Windows XP or later operating system; any processor of 1.2GHZ or faster; minimum RAM of 512MB for XP or 1GB for Vista; minimum of 20GB available free disk space; minimum display resolution of 1024x768.
- The capstone experience serves as the comprehensive examination for the degree.
- All students must complete a portfolio that is a culmination of authentic performance-based assessments completed throughout the program.

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

Educational Leadership

Master of Science in Education

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
ELAD 6003, School and Community Relations	3
ELAD 6033, Administration and Supervision of Special Education	3
ELAD 6053, Planning and Resource Allocation	3
ELAD 6073, School Law	3
ELAD 6103, Ethical Leadership	3
ELAD 6593, Supervised Internship	3
ELCI 6063, Curriculum Management	3
ELCI 6083, Supervision and Evaluation of Teaching	3
Select one of the following: ELCI 6323, Elementary School Curriculum ELCI 6423, Middle School Curriculum ELCI 6523, High School Curriculum	3
ELCI 6533, Theories of Instruction	3
ELFN 6763, Philosophies of Education	3
ELFN 6773, Introduction to Statistics and Research	3
Sub-total	36
Total Required Hours:	36

CERTIFICATE IN EDUCATIONAL LEADERSHIP – SCHOOL PRINCIPAL

The Certificate in Educational Leadership – School Principal is for individuals who already hold a graduate degree in an area other than educational leadership but who wish to become licensed as an educational leader and who do not wish to pursue an additional degree. To gain admission to this certificate program, applicants must hold a minimum of a master's degree and meet the admissions requirements for the degree of Master of Science in Education – Educational Leadership.

Educational Leadership
School Principal
Certificate

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Core Courses:	Sem. Hrs.
ELAD 6003, School & Community Relations	3
ELAD 6033, Administration & Supervision of SpEd	3
ELAD 6053, Planning and Resource Allocation	3
ELAD 6073, School Law	3
ELAD 6103, Ethical Leadership	3
ELAD 6593, Supervised Internship	3
ELCI 6063, Curriculum Management	3
ELCI 6083, Supervision & Evaluation of Teaching	3
Sub-total	24
Total Required Hours:	24

CERTIFICATE IN EDUCATIONAL LEADERSHIP – CURRICULUM DIRECTOR

The Certificate in Educational Leadership – Curriculum Director is for individuals who already hold a graduate degree in an area other than educational leadership but who wish to become licensed as an educational leader and who do not wish to pursue an additional degree. To gain admission to this certificate program, applicants must hold a minimum of a master's degree and meet the admissions requirements for the degree of Master of Science in Education – Educational Leadership.

Educational Leadership
Curriculum Director
Certificate

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Core Courses:	Sem. Hrs.
ELAD 6003, School & Community Relations	3
ELAD 6103, Ethical Leadership	3
ELCI 6063, Curriculum Management	3
ELCI 6083, Supervision & Evaluation of Teaching	3
ELCI 6323, Elementary Curriculum	3
ELCI 6423, Middle School Curriculum	3
ELCI 6493, Curriculum Internship	3
ELCI 6523, Secondary School Curriculum	3
Sub-total	24
Total Required Hours:	24

CERTIFICATE IN EDUCATIONAL LEADERSHIP – SPECIAL EDUCATION DIRECTOR

The Certificate in Educational Leadership – Special Education Director is for individuals who already hold a graduate degree in an area other than educational leadership but who wish to become licensed as an educational leader and who do not wish to pursue an additional degree. To gain admission to this certificate program, applicants must hold a minimum of a master's degree and meet the admissions requirements for the degree of Master of Science in Education – Educational Leadership.

Educational Leadership
Special Education Director
Certificate

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Core Courses:	Sem. Hrs.
ELAD 6003, School & Community Relations	3
ELAD 6033, Administration & Supervision of SpEd	3
ELAD 6103, Ethical Leadership	3
ELAD 6423, Special Education Law	3
ELCI 6083, Supervision & Evaluation of Teaching	3
ELCI 6493, Curriculum Internship	3
Sub-total	18
Total Required Hours:	18

CERTIFICATE IN EDUCATIONAL LEADERSHIP – GIFTED, TALENTED AND CREATIVE DIRECTOR

The Certificate in Educational Leadership – Gifted, Talented & Creative Director is for individuals who already hold a graduate degree in an area other than educational leadership but who wish to become licensed as an educational leader and who do not wish to pursue an additional degree. To gain admission to this certificate program, applicants must hold a minimum of a master's degree and meet the admissions requirements for the degree of Master of Science in Education – Educational Leadership.

Educational Leadership
Gifted, Talented and Creative Director
Certificate

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Core Courses:	Sem. Hrs.
ELAD 6003, School & Community Relations	3
ELAD 6073, School Law	3
ELAD 6103, Ethical Leadership	3
ELCI 6063, Curriculum Management	3
ELCI 6083, Supervision & Evaluation of Teaching	3
ELCI 6493, Curriculum Internship	3
Sub-total	18
Total Required Hours:	18

CERTIFICATE IN EDUCATIONAL LEADERSHIP – K-12 SPECIAL EDUCATION

The Certificate in Instructional Specialist – K-12 Special Education is for individuals who already hold a teaching degree in an area other than K-12 Special Education but who wish to become licensed as a K-12 Special Education teacher and who do not wish to pursue an additional degree. To gain admission to this certificate program, applicants must meet the admissions requirements for the degree of Master of Science in Education in Special Education Instructional Specialist Grades K-12.

Educational Leadership
K-12 Special Education
Certificate

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Core Courses:	Sem. Hrs.
ELSE 5043, Educational Diagnosis and Assessment in Special Education	3
ELSE 6023, Characteristics of Individuals with Disabilities	3
ELSE 6053, Educational Procedures for Individuals with Mild Disabilities	3
ELSE 6073, Educational Procedures for Individuals with Moderate-Profound Disabilities	3
ELSE 6163, Positive Behavior Support & Intervention	3
ELSE 6183, Teaching Students with Autism Spectrum Disorders	3
ELSE 6193, Special Ed Lab Experience	3
Sub-total	21
Total Required Hours:	21

CERTIFICATE IN EDUCATIONAL LEADERSHIP – INSTRUCTIONAL SPECIALIST (GTC)

The Certificate in Instructional Specialist – Gifted, Talented & Creative (GTC) is for individuals who already hold a teaching degree in an area other than GTC but who wish to become licensed as a GTC teacher and who do not wish to pursue an additional degree. To gain admission to this certificate program, applicants must meet the admissions requirements for the degree of Master of Science in Education in Special Education – Gifted, Talented and Creative.

Educational Leadership

**Instructional Specialist - Gifted Talented and Creative
Certificate**

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Core Courses:	Sem. Hrs.
ELSE 5703, Identification, Nature, and Needs of the Gifted, Talented, and Creative	3
ELSE 5713, Educational Procedures and Materials for the Gifted, Talented, and Creative	3
ELSE 5723, Assessment or Programming for Gifted, Talented, and Creative	3
ELSE 6033, Affective Programming in the Classroom	3
ELSE 6433, Creativity	3
ELSE 6833, Practicum	3
Sub-total	18
Total Required Hours:	18

Program of Study for the Master of Science in Education Degree in Curriculum and Instruction

Offered through ASTATE Online Learning Services

PURPOSE OF THE DEGREE

The M.S.E. in Curriculum and Instruction is designed to prepare Curriculum Directors, Special Education Directors, and Gifted, Talented and Creative Directors. Students in this master's degree program focus on areas of learning that include:

- Enhancing leadership skills, dispositions, and practices
- Evaluating and improving processes of curriculum development
- Enriching instructional best practices
- Developing tools for individuals to serve as professional curriculum specialists
- Enhancing professional growth by emphasizing critical and analytical skills, communication and collaboration skills, and strong organizational and management skills

ADMISSION REQUIREMENTS

Students seeking admission into the Master of Science in Education degree program in Curriculum and Instruction must meet the admission requirements of the Graduate School and the specific program requirements.

Unconditional Admission Status:

- Hold a valid teaching license.
- Achieved a minimum cumulative undergraduate grade point average of 3.00 (on a 4.00 scale).
- Have two years of teaching experience.
- Have a written commitment from a practicing program director who is in your area of licensure and who will function as your mentor during the program.
- No felony record

Unconditional Admission Status for Gifted, Talented & Creative Director program:

- Hold a valid Gifted Talented Creative teaching license.
- Achieved a minimum cumulative undergraduate grade point average of 3.00 (on a 4.00 scale).
- Have two years of Gifted Talented Creative teaching experience.
- Have a written commitment from a practicing program director who is in your area of licensure and who will function as your mentor during the program.
- No felony record

Conditional Admission Status: Students who do not meet the requirements for unconditional admission may be granted conditional admission as follows:

- Hold a valid teaching license.
- Achieved a minimum cumulative undergraduate grade point average of 2.75 (on a 4.00 scale) or a 3.00 GPA on the last 60 hours. Any courses attempted, including any repeated courses, are considered in computing the GPA.
- Have two years of teaching experience.
- Have a written commitment from a practicing program director who is in your area of licensure and who will function as your mentor during the program.
- No felony record

Students who fail to remove conditional status upon completing 12 semester hours of graduate work in the program will be dropped from the degree program.

ADDITIONAL REQUIREMENTS

- ASU-Jonesboro will be using Blackboard as the web delivery platform. This platform allows synchronous and asynchronous interactions, streaming video and electronic discussion boards. Students will also interact via e-mail, telephone, and fax.
- A high-speed internet connection (Ethernet, cable, DSL, public wireless hotspot, satellite, etc) will be necessary. Dial-up will not work. Computers must have specific minimum requirements. For example, they must have a Windows XP or later operating system; any processor of 1.2GHz or faster; minimum RAM of 512MB for XP or 1GB for Vista; minimum of 20GB available free disk space; minimum display resolution of 1024x768.
- The capstone experience serves as the comprehensive examination for the degree.
- All students must complete a portfolio that is a culmination of authentic performance-based assessments completed throughout the program.

Curriculum and Instruction

Master of Science in Education Curriculum Director Track

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
ELAD 6003, School & Community Relations	3
ELAD 6073, School Law	3
ELAD 6103, Ethical Leadership	3
ELCI 6063, Curriculum Management	3
ELCI 6083, Supervision & Evaluation of Teaching	3
ELCI 6323, Elementary Curriculum	3
ELCI 6423, Middle School Curriculum	3
ELCI 6493, Curriculum Internship	3
ELCI 6523, Secondary School Curriculum	3
ELCI 6533, Theories of Instruction	3
ELFN 6763, Philosophies of Education	3
ELFN 6773, Introduction to Statistics and Research	3
Sub-total	36
Total Required Hours:	36

Curriculum and Instruction

Master of Science in Education Special Education Director Track

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
ELAD 6003, School & Community Relations	3
ELAD 6033, Administration & Supervision of Special Education	3
ELAD 6073, School Law	3
ELAD 6103, Ethical Leadership	3
ELAD 6423, Special Education Law	3
ELCI 6063, Curriculum Management	3
ELCI 6083, Supervision & Evaluation of Teaching	3
ELCI 6493, Curriculum Internship	3
ELCI 6533, Theories of Instruction	3
ELFN 6763, Philosophies of Education	3
ELFN 6773, Introduction to Statistics and Research	3
Select one of the following: ELCI 6323, Elementary Curriculum ELCI 6423, Middle School Curriculum ELCI 6523, Secondary School Curriculum	3
Sub-total	36
Total Required Hours:	36

Curriculum and Instruction

Master of Science in Education Gifted, Talented and Creative Director Track

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
ELAD 6003, School & Community Relations	3
ELAD 6033, Administration & Supervision of Special Education	3
ELAD 6053, Planning and Resource Allocation	3
ELAD 6073, School Law	3
ELAD 6103, Ethical Leadership	3
ELCI 6063, Curriculum Management	3
ELCI 6083, Supervision & Evaluation of Teaching	3
ELCI 6493, Curriculum Internship	3
ELCI 6533, Theories of Instruction	3
ELFN 6763, Philosophies of Education	3
ELFN 6773, Introduction to Statistics and Research	3
Select one of the following: ELCI 6323, Elementary Curriculum ELCI 6423, Middle School Curriculum ELCI 6523, Secondary School Curriculum	3
Sub-total	36
Total Required Hours:	36

Program of Study for the Master of Science in Education Degree in Educational Theory and Practice

Offered through ASTATE Online Learning Services

PURPOSE OF THE DEGREE

Teachers who wish to improve their general understanding of curriculum theory and current practices and to increase their professionalism and competency in a variety of current educational issues. Some candidates in this constituency might also utilize this degree in seeking their National Board licensure. Within this master's degree, students focus on areas of learning that include:

- Practices to enhance student achievement
- Performance and field-based learning activities integrating theory and practice
- Enrichment of teaching knowledge and skills regarding instruction and curriculum
- Assist in preparation for the National Board Certification process.

ADMISSION REQUIREMENTS

To be considered for the MSE Degree-Educational Theory and Practice, each candidate must have, in addition to the admission requirements of the Graduate School, the following:

- Hold a current teaching license
- Have a 2.75 GPA on undergraduate work or 3.0 in last 60 hours
- No felony record

ADDITIONAL REQUIREMENTS

- Students who adhere to the schedule should be able to complete the program in 24 months. If a candidate finds it necessary to deviate from the schedule, he/she will be able to re-enter the sequence at any time. A student has six years to complete the degree.
- ASU-Jonesboro will be using Blackboard as the web delivery platform. This platform allows synchronous and asynchronous interactions, streaming video and electronic discussion boards. Students will also interact via e-mail, telephone, and fax.
- A high-speed internet connection (Ethernet, cable, DSL, public wireless hotspot, satellite, etc) will be necessary. Dial-up will not work. Computers must have specific minimum requirements. For example, they must have a Windows XP or later operating system; any processor of 1.2GHz or faster; minimum RAM of 512MB for XP or 1GB for Vista; minimum of 20GB available free disk space; minimum display resolution of 1024x768.
- The capstone experience, which serves as the comprehensive examination for the degree, focuses on developing descriptive, analytical, and reflective writing as preparatory for the National Board portfolio.

Educational Theory and Practice

Master of Science in Education

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
ELAD 6003, School and Community Relations	3
ELCI 6043, Reflective Teaching	3
ELCI 6063, Curriculum Management	3
ELCI 6533, Theories of Instruction	3
ELCI 6773, National Teaching Standards Capstone Experience	3
ELFN 6763, Philosophies of Education	3
ELFN 6773, Introduction to Research and Statistics	3
ELSE 5733, Gifted children in the Regular Classroom	3
ELSE 6053, Educational Procedures for Individuals with Mild Disabilities	3
TE 6263, Teachers as Professionals: Working Toward National Teaching Standards	3
Sub-total	30
Total Required Hours:	30

Program of Study for the Master of Science in Education Degree in Physical Education

PURPOSE OF THE DEGREE

The Master of Science in Education degree with a major in Physical Education offers two programs of study options. The Master of Science in Education degree in Physical Education is designed to provide a quality professional program in the field of Physical Education that meets standards at the graduate level, including the Professionally Emerging Teacher and the Emerging Profession.

ADMISSION REQUIREMENTS

Students seeking admission into the Master of Science in Education degree program in Physical Education must meet the admission requirements of the Graduate School and specific program requirements. In addition, applicants must have completed a minimum of 18 semester hours of professional education courses including the requirements for a valid teaching certificate based on a four-year teacher education program. Applicants who do not meet the requirements for a valid teaching certificate based on a four-year teacher education program will be required to complete the undergraduate courses required for such a certificate. These courses may be completed concurrently with graduate work, but must be completed before the degree is awarded. In addition, undergraduate deficiency course removal must be sequenced in order to provide the student with the appropriate background knowledge before enrollment into the respective graduate level course will be allowed.

Applicants must present evidence of potential ability to perform academic work at the advanced graduate level. Standardized test proficiency and past grade performance will be used to provide the primary data for judging academic ability. Other indicators, such as quality of writing in the Applicant's prepared statement and faculty references, will also be considered. Based on past academic performance, an applicant must qualify for either unconditional or conditional admission status.

For unconditional admission, students are required to have a minimum 3.0 cumulative GPA or 3.25 GPA during the last 60 credit hours of university work.

For conditional admission, students are required to have a 2.75 cumulative GPA or 3.0 GPA during the last 60 credit hours of university work.

Applicants are required to submit the following:

- Official transcripts as verification of all coursework and degree(s).
- A formal Statement of Goals which should explain in at least 500 words why he/she is seeking admission into the program and what plans he/she has following the attainment of the degree.
- A current resume.
- At least two letters of recommendation from individuals who can speak to the applicant's academic potential and professional capabilities. Applicants must have at least one recommendation from a university faculty member who is familiar with the applicant's work as a student. The professional recommendation should come from a supervisor in which he/she has evaluated the applicant's current or prior work.

Lastly, faculty may require interviews in addition to written credentials as part of the admission process. In addition to the above requirements, admission to the degree program may require completion of specific prerequisite undergraduate courses. Applicants will be considered for admission during a given review cycle only if all of the above materials have been received by the Graduate School's application deadlines. After the initial review of admission materials the committee members can either choose to reject the candidate without an interview or decide to proceed with an interview. Following the interview phase, the Admissions Committee makes its final recommendation to accept the candidate for admission or to deny admission. Incomplete applications will not be considered.

Physical Education

Master of Science in Education Thesis Option

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Professional Education for Secondary Teaching Courses:	Sem. Hrs.
ELFN 6763, Philosophies of Education OR PSY 6513, Advanced Educational Psychology	3
Select one of the following: ELCI 5523, Middle School Curriculum ELCI 6023, Educational Media ELCI 6523, Secondary School Curriculum ELCI 6573, Educational Measurement ELFN 6763, Philosophies of Education (<i>if not taken above</i>) PSY 6513, Advanced Educational Psychology (<i>if not taken above</i>)	3
Sub-total	6
Program Requirements:	Sem. Hrs.
Select one of the following: ELAD 6103, Ethical Leadership ESPE 6113, Sport Law ESPE 6133, Sport Finance	3
ESPE 6623, Measurement and Statistics	3
ESPE 6633, Curriculum Construction in Physical Education	3
ESPE 6643, Current Readings	3
ESPE 6663, Advanced Strength Training OR ESPE 6693, Motor Learning	3
ESPE 6673, Research Design	3
ESPE 6683, Biomechanical Analysis of Sports Skills	3
Sub-total	21
Thesis:	Sem. Hrs.
ESPE 6786, Thesis	6
Total Required Hours:	33

Physical Education

Master of Science in Education Non-Thesis Option

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Professional Education for Secondary Teaching Courses:	Sem. Hrs.
ELFN 6763, Philosophies of Education OR PSY 6513, Advanced Educational Psychology	3
Select two of the following: ELAD 6103, Ethical Leadership ELCI 5523, Middle School Curriculum ELCI 6023, Educational Media ELCI 6523, Secondary School Curriculum ELCI 6573, Educational Measurement ELFN 6763, Philosophies of Education (<i>if not taken above</i>) PSY 6513, Advanced Educational Psychology (<i>if not taken above</i>)	6
Sub-total	9
Program Requirements:	Sem. Hrs.
ESPE 6113, Sport Law	3
ESPE 6133, Sport Finance and Budgeting	3
ESPE 6623, Measurement and Statistics	3
ESPE 6633, Curriculum Construction in Physical Education	3
ESPE 6643, Current Readings	3
ESPE 6663 Advanced Strength Training and Conditioning OR ESPE 6693, Motor Learning	3
ESPE 6673, Research Design	3
ESPE 6683, Biomechanical Analysis of Sport Skills	3
Sub-total	24
Total Required Hours:	33

Program of Study for the Master of Science in Education Degree in Special Education Instructional Specialist Grades K-12

Offered through ASTATE Online Learning Services

PURPOSE OF THE DEGREE

The purpose of the M.S.E. degree in Special Education - Instructional Specialist K-12 is to offer educators an advanced performance-based program of study based on the recommendations of professional organizations and accrediting associations such as the Council for Exceptional Child (CEC) and NCATE.

This program prepares personnel to work in a variety of professional roles with young children with disabilities, kindergarten through grade 12, and their families. Upon completion of this M.S.E. degree program, students are eligible for endorsement in special education in Arkansas. Students seeking endorsement in special education without pursuing the M.S.E. degree should see an adviser for an analysis of completed courses and a suggested program of study.

ADMISSION REQUIREMENTS

Students seeking admission into the Master of Science in Education degree program in Special Education-Instructional Specialist Grades K -12 must meet the admission requirements of the Graduate School and the specific program requirements as follows:

- Hold a valid teaching license.
- Achieved a minimum cumulative undergraduate grade point average of 2.75 (on a 4.00 scale) or a 3.00 GPA on the last 60 hours. Any courses attempted, including any repeated courses, are considered in computing the GPA.
- Have a written commitment from a practitioner who will function as your mentor during the program.
- No felony record

ADDITIONAL REQUIREMENTS

- Students who adhere to the schedule should be able to complete the program in 24 months. If a candidate finds it necessary to deviate from the schedule, he/she will be able to re-enter the sequence at any time. A candidate has six years to complete the degree.
- ASU-Jonesboro will be using Blackboard as the web delivery platform. This platform allows synchronous and asynchronous interactions, streaming video, and electronic discussion boards. Students will also interact via e-mail, telephone, and fax.
- A high-speed internet connection (Ethernet, cable, DSL, public wireless hotspot, satellite, etc.) will be necessary. Dial-up will not work. Computers must have specific minimum requirements. For example, they must have a Windows XP or later operating system; any processor of 1.2GHZ or faster; minimum RAM of 512MB for XP or 1GB for Vista; minimum of 20GB available free disk space; minimum display resolution of 1024x768.
- The capstone experience serves as the comprehensive examination for the degree.
- All students must complete a portfolio that is a culmination of authentic performance based assessments completed throughout the program. Some examinations will be taken online while others will require the student to go to a location where the examination will be proctored.

Special Education Instructional Specialist K-12

Master of Science in Education

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
ELAD 6423, Special Education Law	3
ELFN 6763, Philosophies of Education	3
ELFN 6773, Introduction to Statistics and Research	3
ELSE 5043, Educational Diagnosis and Assessment in Special Education	3
ELSE 5083, Collaboration for Special Education Service Delivery	3
ELSE 6013, Contemporary Issues in Special Education	3
ELSE 6023, Characteristics of Individuals with Disabilities	3
ELSE 6053, Educational Procedures for Individuals with Mild Disabilities	3
ELSE 6073, Educational Procedures for Individuals with Moderate-Profound Disabilities	3
ELSE 6163, Positive Behavior Interventions and Supports	3
ELSE 6183, Teaching Students with Autism Spectrum Disorders	3
ELSE 6193, Laboratory Experiences	3
Sub-total	36
Total Required Hours:	36

Program of Study for the Master of Science in Education Degree in Special Education - Gifted, Talented and Creative

Offered through ASTATE Online Learning Services

PURPOSE OF THE DEGREE

The purpose of the Master of Science in Education degree with a major in Special Education - Gifted, Talented, and Creative (GTC) - is to offer educators a planned performance-based program of study related to the education of gifted, talented, and creative students which is based on recommendations of professional organizations and accrediting associations such as the National Association for Gifted Children (NAGC), Council for Exceptional Children (CEC) and NCATE.

ADMISSION REQUIREMENTS

Students seeking admission into the Master of Science in Education degree program in Special Education-Instructional Specialist Gifted, Talented and Creative must meet the admission requirements of the Graduate School and the specific program requirements as follows:

- Hold a valid teaching license.
- Achieved minimum cumulative undergraduate grade point average of 2.75 (on a 4.00 scale) or a 3.00 GPA on the last 60 hours. Any courses attempted, including any repeated courses, are considered in computing the GPA.
- Have a written commitment from a practitioner who will function as your mentor during the program.
- No felony record

ADDITIONAL REQUIREMENTS

- Students who adhere to the schedule should be able to complete the program in 24 months. If a candidate finds it necessary to deviate from the schedule, he/she will be able to re-enter the sequence at any time. A candidate has six years to complete the degree.
- ASU-Jonesboro will be using Blackboard as the web delivery platform. This platform allows synchronous and asynchronous interactions, streaming video, and electronic discussion boards. Students will also interact via e-mail, telephone, and fax.
- A high-speed internet connection (Ethernet, cable, DSL, public wireless hotspot, satellite, etc) will be necessary. Dial-up will not work. Computers must have specific minimum requirements. For example, they must have a Windows XP or later operating system; any processor of 1.2GHZ or faster; minimum RAM of 512MB for XP or 1GB for Vista; minimum of 20GB available free disk space; minimum display resolution of 1024x768.
- The capstone experience serves as the comprehensive examination for the degree.
- All students must complete a portfolio that is a culmination of authentic performance-based assessments completed throughout the program. Some examinations will be taken online while others will require the student to go to a location where the examination will be proctored.

Special Education - Gifted, Talented and Creative

Master of Science in Education

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
ELSE 5703, Identification, Nature, and Needs of the Gifted, Talented, and Creative	3
ELSE 5713, Educational Procedures and Materials for the Gifted, Talented, and Creative	3
ELSE 5723, Assessment for Programming in the Classroom	3
ELSE 5813, Current Issues in Gifted Education	3
ELSE 6033, Affective Programming in the Classroom	3
ELSE 6433, Creativity	3
ELFN 6763, Philosophies of Education	3
ELFN 6773, Introduction to Statistics and Research	3
ELSE 6833, Practicum for Gifted, Talented, and Creative	3
ELSE 6843, Capstone: Advanced Practicum for Gifted, Talented, and Creative	3
Sub-total	30
Total Required Hours:	30

College of Engineering

MISSION STATEMENT

The mission of the College of Engineering is 1) to provide broadly based, interdisciplinary graduate programs for engineering students to support the needs of existing businesses and industries and to promote state, regional and national economic development, and 2) to provide a means for bachelor's degree graduates in engineering to obtain additional college-level credits and/or a master's degree that may be required for professional licensure. The goal is to provide an educational experience focusing on the knowledge and technical skills of advanced engineering and business management that will allow program graduates to be successful in engineering, manufacturing, and other high-tech organizations.

Program of Study for the Master of Engineering Management Degree

The Engineering Management program, a one-year master's degree plan consisting of 30 semester credit hours, is designed for all engineers on management career paths as well as for those charged with managing technology in engineering, manufacturing, and other high-tech organizations. The master's degree program will also benefit engineers pursuing licensure in states where candidates for professional licensure are required to have an additional 30 semester credit hours of coursework beyond the bachelor's degree or a master's degree in engineering. The curriculum consists of courses offered by the ASU College of Engineering and the ASU College of Business.

Specific program outcomes are listed below. Program graduates will have:

- An ability to plan, make decisions, implement actions, and measure results related to human resources and capital aspects of engineering management;
- An ability to identify critical issues, formulate realistic solutions, evaluate alternatives, and solve engineering management problems;
- A good understanding of statistical concepts and methods and an ability to apply this knowledge to engineering and management problems;
- A good understanding of quality control and improvement techniques and an ability to apply this knowledge to manufactured products and other engineering applications;
- A good understanding of deterministic modeling and ability to apply this knowledge to engineering management problems including design of experiments;
- An ability to function on multi-disciplinary management teams; and
- An ability to communicate effectively, both orally and in writing.

ADMISSION REQUIREMENTS

Students seeking admission into the Master of Engineering Management degree program must meet the admission requirements of the Graduate School. In addition, applicants for the master's program in Engineering Management will be evaluated by the College of Engineering based upon their undergraduate academic record, scores on the Graduate Record Examination, resume, and letters of recommendation. Students judged to be deficient in some areas of undergraduate preparation may be required to complete certain undergraduate preparatory courses. Minimum specific requirements for unconditional admission include: 1) 18 undergraduate hours in engineering with a grade of C or better, a grade of C or better in upper-level mathematics courses, and an overall undergraduate grade point average of 2.75 or greater (on a 4.0 scale); 2) A minimum GRE score of 143 on verbal reasoning; 3) two letters of recommendation; and 4) a resume.

Applicants not meeting all of the above criteria may be admitted on a conditional basis if they meet other Graduate School admission requirements. New students not having completed the GRE may be admitted on a conditional basis, but they must complete this requirement prior to finishing the first semester of coursework. New students are normally admitted for the fall semester with applications due by June 1. Applications submitted after June 1 or any other time during the year will be considered based on qualifications and space availability.

A candidate for the Master of Engineering Management must pass a comprehensive exam in addition to completing the 30 hours required for the degree.

DEGREE REQUIREMENTS

The number of semester credit hours for the master's degree is 30. Students are required to complete core courses (24 semester credit hours) and elective courses (6 semester credit hours).

Engineering Management

Master of Engineering Management

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
Select twenty-four hours from the following: EGRM 6003, Engineering Statistics EGRM 6013, Quality Control and Improvement EGRM 6023, Engineering Management I EGRM 6033, Engineering Management II EGRM 6043, Operations Research MBA 500V, Survey of Accounting MBA 501V, Survey of Finance MBA 507V, Survey of Law MKTG 6223, Strategic Marketing	24
Elective Track (Select one of the following tracks): Option 1: <i>For those pursuing Professional Engineering Licensing in states that require coursework beyond the B.S. degree in Engineering.</i> CE/EE/ME/ENGR 5000-level dual-listed, engineering course EGRM 6073, Special Problems in Engineering Management Option 2 (Select two of the following): <i>For those not pursuing Professional Engineering Licensing.</i> ECON 6353, Environmental Economics EGRM 6073, Special Problems in Engineering Management MGMT 6413, Seminar in Organizational Behavior and Leadership MIS 6413, Management Information Systems	6
Sub-total	30
Total Required Hours:	30

Program of Study for the Master of Science in Engineering Degree

The Master of Science in Engineering (MSE) program provides an educational experience focusing on the integration of research and technology development that allows graduates to be successful in deriving solutions to society's most challenging technical problems. To achieve this goal, the program's objectives are to discover new scientific principles, apply novel engineering solutions, and develop cutting-edge technology toward achieving efficient and sustainable use of resources; to integrate cross-disciplinary research and teaching that produces engineering professionals equipped to take on the more complex problems that face our state and country; and to establish and grow industry-university partnerships that drive toward and prepare the region for a diverse, knowledge-based economy.

Specific program outcomes are listed below. Program graduates will have:

- A good understanding of statistical concepts and an ability to apply this knowledge to achieve engineering solutions that most efficiently use information and resources;
- A practical knowledge of fabrication and manufacturing techniques;
- An ability to apply advanced mathematical concepts to model physical systems and engineering processes to drive knowledge based design;
- An advanced, cross-disciplinary understanding of engineering sciences, and an ability to relate physical concepts from multiple engineering disciplines;
- An ability to identify critical issues, formulate realistic solutions, evaluate alternatives, and carry out independent research to provide novel solutions to technical problems; and
- A demonstrated ability to make novel, significant contributions to the scientific and engineering body of knowledge.

ADMISSION REQUIREMENTS

Each applicant must have an undergraduate GPA of at least 2.75 on a 4.00 scale and a bachelor's degree in engineering. Applicants that do not have a bachelor's degree in engineering, for example those having a bachelor's degree in physics, or those having an undergraduate GPA below 2.75, will be considered on a case-by-case basis and must show equivalent experience and training and have completed the required pre-requisites for the courses. Applicants must present Graduate Record Examination (GRE) scores for the Verbal, Quantitative, and Analytical tests. The minimum combined Verbal and Quantitative reasoning scores must be 300 for the revised GRE test or equivalent scores for general GRE. Applicant not having completed GRE scores may be admitted conditionally, but must complete this requirement prior to finishing the first semester of course work. Applications submitted throughout the year for the following semester and in accordance to Graduate School deadlines will be considered based on qualification and space availability. All application materials must be received by the College of Engineering during the semester prior to the student's official enrollment in ASU-J courses. Official transcripts, two letters of recommendation, a resume, and a statement of purpose not exceeding three pages are also required for admission. International students require additional proof of English proficiency to meet the admission requirements of the Graduate School.

APPLICATION DEADLINES

Application deadline is April 1st each year to begin study in the Fall semester and October 1st each year to begin study in the Spring semester. Applications are not accepted for Summer admissions.

DEGREE REQUIREMENTS

The number of semester credit hours for the M.S.E. degree is 30. Students are required to complete two core courses (ENGR 6023, 6043) for 6 semester credit hours, a minimum of three 6000 level graduate engineering elective courses for 9 credit hours, two additional approved graduate elective courses for 6 credit hours, 1 research course (ENGR 6693) for 3 credit hours, and two semesters of thesis research for 6 credit hours. The MSE curriculum is structured as a two year program (four semesters).

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

Engineering

Master of Science in Engineering

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
ENGR 6023, Advanced Engineering Math	3
ENGR 6043, Applied Probability and Estimation	3
ENGR 6693, Engineering Research	3
ENGR 689V, Thesis	6
6000-Level Engineering Electives	9
Sub-total	24
Electives:	Sem. Hrs.
Approved Electives	6
Total Required Hours:	30

College of Fine Arts

MISSION STATEMENT

The College of Fine Arts offers work leading to the Master of Music Education degree and the Master of Music degree. The Fine Arts graduate curriculum is designed to elevate the student's standards of performance and scholarship.

The Department of Music requires auditions and examinations prior to or soon after the first registration for graduate study. These examinations may be used as placement and/or entrance criteria. Final project requirements for the Master of Music Education degree include passing written and/or aural comprehensive examinations in music history, theory and music education; for the Master of Music degree written and/or aural comprehensive examinations in music theory and music history must be passed. Master of Music candidates in voice must present or achieve proficiency in two foreign languages and keyboard candidates in one.

All general requirements of the Graduate School apply to these degree programs and the student should refer to these requirements listed elsewhere in this bulletin and the specific program requirements.

Program of Study for the Master of Music Education Degree

ADMISSION REQUIREMENTS

Students seeking admission into the Master of Music Education degree program must meet the admission requirements of the Graduate School and the specific program requirements. In addition, applicants must have a valid teaching certificate based on a four-year teacher education program. Applicants who do not meet the requirements for a valid teaching certificate based on a four-year teacher education program will be required to complete the undergraduate courses leading to licensure. These courses may be completed concurrently with graduate work, but must be completed before the degree is awarded. Applicants must also take the ASU Department of Music entrance examinations in music education, music history, and written and aural music theory.

Admission into the MME program requires the submission of:

- Official transcripts for coursework and degree completion verification in music education or an approved equivalent.
- A Letter of Interest (minimum of 500 words, maximum of 750) stating current professional status and goals after obtaining the MME degree.
- Resume or Curriculum Vitae.
- A minimum of three (3) professional letters of recommendation. At least one letter from a College/University faculty member and another letter from an administrator or supervisor of your current (most recent) teaching position.
- A video recording of you teaching an ensemble/group music lesson (minimum of 5 minutes, maximum of 10 minutes).

In addition to the above requirements, the following grades and scores must be achieved:

- **Unconditional Admission** – A minimum cumulative undergraduate grade point average of 3.00 (or 3.25 on the last 60 hours), and a minimum Graduate Record Examination (GRE) Verbal Reasoning section score of 149 and Quantitative Reasoning section score of 148.
- **Conditional Admission** - A minimum cumulative undergraduate grade point average of 2.75 (or 3.00 on the last 60 hours), and a minimum Graduate Record Examination (GRE) Verbal Reasoning section score of 146 and Quantitative Reasoning section score of 145.

Music Education

Master of Music Education General Emphasis

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
MUED 6533, Research in Music Education	3
MUED 6623, Historical and Philosophical Foundations in Music Education	3
MUED 6653, Assessment and Statistics in Music Education	3
MUED 6613, Leadership in Contemporary Music Education	3
MUS 6212, Introduction to Research Writing, and Bibliography	2
MUS 6222, Teaching and Learning Music	2
Select one of the following (or course as approved by advisor): MUSP 6111, Applied Voice, Instrument, or Conducting (2 hours) OR MUSP 6112, Applied Voice, Instrument, or Conducting OR MUSP 6121, Pedagogy and Performance (2 hours) OR MUED 6122, Pedagogy and Performance OR MUED 680V Independent Study	2
6000-Level Music Theory Elective	3
6000-Level Music History Elective	3
Sub-total	24
Emphasis Area (General):	Sem. Hrs.
MUED 6322, Pedagogy and Performance - General Music Curriculum Approaches	2
Thesis/Research Option:	Sem. Hrs.
Thesis/Research Option (Select one of the following options): Research Project Option: <i>Electives must be chosen in consultation with the Graduate advisor from amongst Music courses and/or courses outside the music department such as the College of Education/Fine Arts and/or related fields of study.</i> MUED 6662, Music Education Research Project Advisor Approved Electives Thesis Option (Select two of the following): <i>This written work is directed by the Graduate Advisor and/or specific Faculty Topic Advisor after approval by the Thesis Committee and Music Chair.</i> MUED 664V, Thesis	6
Total Required Hours:	32

Music Education

Master of Music Education Emphasis in Choral

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
MUED 6533, Research in Music Education	3
MUED 6623, Historical and Philosophical Foundations in Music Education	3
MUED 6653, Assessment and Statistics in Music Education	3
MUED 6613, Leadership in Contemporary Music Education	3
MUS 6212, Introduction to Research Writing, and Bibliography	2
MUS 6222, Teaching and Learning Music	2
Select one of the following (or course as approved by advisor): MUSP 6111, Applied Voice, Instrument, or Conducting (2 hours) OR MUSP 6112, Applied Voice, Instrument, or Conducting OR MUSP 6121, Pedagogy and Performance (2 hours) OR MUSP 6122, Pedagogy and Performance OR MUED 680V Independent Study	2
6000-Level Music Theory Elective	3
6000-Level Music History Elective	3
Sub-total	24
Emphasis Area (Choral):	Sem. Hrs.
MUED 6312, Pedagogy and Performance - Vocal Literature and Styles	2
Thesis/Research Option:	Sem. Hrs.
Thesis/Research Option (Select one of the following options): Research Project Option: <i>Electives must be chosen in consultation with the Graduate advisor from amongst Music courses and/or courses outside the music department such as the College of Education/Fine Arts and/or related fields of study.</i> MUED 6662, Music Education Research Project Advisor Approved Electives Thesis Option (Select two of the following): <i>This written work is directed by the Graduate Advisor and/or specific Faculty Topic Advisor after approval by the Thesis Committee and Music Chair.</i> MUED 664V, Thesis	6
Total Required Hours:	32

Music Education

Master of Music Education Emphasis in Instrumental

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
MUED 6533, Research in Music Education	3
MUED 6623, Historical and Philosophical Foundations in Music Education	3
MUED 6653, Assessment and Statistics in Music Education	3
MUED 6613, Leadership in Contemporary Music Education	3
MUS 6212, Introduction to Research Writing, and Bibliography	2
MUS 6222, Teaching and Learning Music	2
Select one of the following (or course as approved by advisor): MUSP 6111, Applied Voice, Instrument, or Conducting (2 hours) OR MUSP 6112, Applied Voice, Instrument, or Conducting OR MUSP 6121, Pedagogy and Performance (2 hours) OR MUSP 6122, Pedagogy and Performance OR MUED 680V Independent Study	2
6000-Level Music Theory Elective	3
6000-Level Music History Elective	3
Sub-total	24
Emphasis Area (Instrumental):	Sem. Hrs.
MUED 6332, Pedagogy and Performance - Instrumental Literature and Styles	2
Thesis/Research Option:	Sem. Hrs.
Thesis/Research Option (Select one of the following options): Research Project Option: <i>Electives must be chosen in consultation with the Graduate advisor from amongst Music courses and/or courses outside the music department such as the College of Education/Fine Arts and/or related fields of study.</i> MUED 6662, Music Education Research Project Advisor Approved Electives Thesis Option (Select two of the following): <i>This written work is directed by the Graduate Advisor and/or specific Faculty Topic Advisor after approval by the Thesis Committee and Music Chair.</i> MUED 664V, Thesis	6
Total Required Hours:	32

Program of Study for the Master of Music - Performance Degree

ADMISSION REQUIREMENTS

Applicants seeking admission to the Master of Music in Performance degree program must take the ASU Department of Music entrance examinations in music history and written and aural music theory. The results of this examination assist in planning each student's exact course of study. A grade of "A" or "B" must be achieved in any remedial coursework. Remedial coursework may not be counted as credit toward the degree. Arkansas State University graduates who begin graduate studies within eighteen months of graduation will not be required to take the entrance examination providing they received an "A" or "B" on all undergraduate music theory and history coursework. Students seeking admission to the Master of Music in Performance with a concentration in Instrumental or Vocal Performance must audition for the appropriate applied faculty member prior to initial enrollment. International students must submit a video link or audition DVD to the Graduate Program Supervisor, who will distribute it to the appropriate faculty for review. At the discretion of the applied faculty member a three to five member committee may be convened to hear the audition or video recording. The applied faculty member (or committee) will evaluate the performance and report the results to the Graduate Program Supervisor. All graduate instrumental and vocal performance students are required to perform a proficiency jury at the end of the first semester of applied study. Students will receive written comments from the jury panel.

Students seeking admission to the Master of Music in Performance with a concentration in Instrumental or Choral Conducting must submit a video link or DVD to the appropriate applied conducting faculty member prior to initial enrollment, or conduct two pieces in live audition. At the discretion of the applied faculty member, a three to five member committee may be convened to evaluate the video link or live audition. Contents of the video link or DVD should include two or more numbers of contrasting styles with a total time of no less than eight minutes. The video should be a front view of the conductor, not the ensemble. The conducting faculty (or committee) will evaluate the video and report the results to the Graduate Program Supervisor.

Music - Performance

Master of Music

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
MUS 6212, Introduction to Research, Writing, and Bibliography in Music	2
MUS 6222, Teaching and Learning Music	2
Sub-total	4
Concentration (Performance - Instrumental or Vocal): <i>The Master of Music degree in performance requires language proficiency as follows: Students in the vocal concentration must demonstrate reading proficiency in two foreign languages, and students in the instrumental concentration who perform on keyboard instruments must demonstrate reading proficiency in one foreign language. French and/or German are the recommended languages.</i>	Sem. Hrs.
Performance Applied Lessons	8
Large Ensembles <i>Students in the instrumental concentration who play piano and guitar are required three hours of large ensembles and/or advised electives.</i>	3
MUSP 6122, Pedagogy and Performance	2
MUSP 6131, Graduate Recital <i>All students pursuing the Master of Music in Performance Degree are required to submit a scholarly document to accompany the Graduate Recital. Specifications regarding this document may be obtained from the Graduate Program Supervisor in the Music Department.</i>	1
MUS 6413, Graduate Theory I	3
MUS 6423, Graduate Theory II	3
MUS 6513, Symphonic and Chamber Literature	3
MUS 6523, Choral and Opera Literature	3
Sub-total	26
Total Required Hours:	30

Music - Performance

Master of Music

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
MUS 6212, Introduction to Research, Writing, and Bibliography in Music	2
MUS 6222, Teaching and Learning Music	2
Sub-total	4
Concentration (Collaborative Piano):	Sem. Hrs.
Performance Applied Lessons	4
MUSP 5151, Collaborative Piano (<i>four hours required</i>)	4
Performance Applied Lessons (select six hours from the following): MUSP 6111, Performance MUSP 6112, Performance	6
MUSP 6131, Graduate Recital <i>All students pursuing the Master of Music in Performance Degree are required to submit a scholarly document to accompany the Graduate Recital. Specifications regarding this document may be obtained from the Graduate Program Supervisor in the Music Department.</i>	1
MUS 6413, Graduate Theory I OR MUS 6423, Graduate Theory II	3
MUS 6513, Symphonic and Chamber Literature	3
MUS 6523, Choral and Opera Literature	3
Advisor-approved Electives	2
Sub-total	26
Total Required Hours:	30

Music - Performance

Master of Music

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
MUS 6212, Introduction to Research, Writing, and Bibliography in Music	2
MUS 6222, Teaching and Learning Music	2
Sub-total	4
Concentration (Piano Performance and Pedagogy):	Sem. Hrs.
Performance Applied Lessons	8
MUED 5642, Piano Pedagogy	2
MUED 6632, Graduate Piano Pedagogy	2
MUSP 6122, Pedagogy and Performance	2
MUSP 6131, Graduate Recital <i>All students pursuing the Master of Music in Performance Degree are required to submit a scholarly document to accompany the Graduate Recital. Specifications regarding this document may be obtained from the Graduate Program Supervisor in the Music Department.</i>	1
MUS 6413, Graduate Theory I OR MUS 6423, Graduate Theory II	3
MUS 6513, Symphonic and Chamber Literature	3
MUS 6523, Choral and Opera Literature	3
Advisor-approved Electives	2
Sub-total	26
Total Required Hours:	30

Music - Performance

Master of Music

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
MUS 6212, Introduction to Research, Writing, and Bibliography in Music	2
MUS 6222, Teaching and Learning Music	2
Sub-total	4
Concentration (Composition):	Sem. Hrs.
Performance Applied Lessons	8
Select three hours from the following: MUSP 6111, Performance: Applied Electronic Music Techniques MUSP 6112, Performance: Applied Electronic Music Techniques	3
MUSP 6122, Pedagogy and Performance	2
MUSP 6131, Graduate Recital <i>All students pursuing the Master of Music in Performance Degree are required to submit a scholarly document to accompany the Graduate Recital. Specifications regarding this document may be obtained from the Graduate Program Supervisor in the Music Department.</i>	1
MUS 6413, Graduate Theory I	3
MUS 6423, Graduate Theory II	3
MUS 6513, Symphonic and Chamber Literature	3
MUS 6523, Choral and Opera Literature	3
Sub-total	26
Total Required Hours:	30

Music - Performance

Master of Music

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
MUS 6212, Introduction to Research, Writing, and Bibliography in Music	2
MUS 6222, Teaching and Learning Music	2
Sub-total	4
Concentration (Conducting):	Sem. Hrs.
Performance Applied Lessons	8
MUSP 6122, Pedagogy and Performance	2
MUSP 6131, Graduate Recital <i>All students pursuing the Master of Music in Performance Degree are required to submit a scholarly document to accompany the Graduate Recital. Specifications regarding this document may be obtained from the Graduate Program Supervisor in the Music Department.</i>	1
MUS 6413, Graduate Theory I	3
MUS 6423, Graduate Theory II	3
MUS 6513, Symphonic and Chamber Literature	3
MUS 6523, Choral and Opera Literature	3
Advisor-approved Ensembles and Electives	3
Sub-total	26
Total Required Hours:	30

College of Humanities of Social Sciences

MISSION STATEMENT

With a faculty dedicated to innovative teaching that incorporates research, professional service, and information technology, the College of Humanities and Social Sciences seeks to:

1. Provide students in general education courses with the foundational skills:
 - of critical thinking and problem solving.
 - for understanding and appreciating the humanities.
 - for understanding and analyzing social institutions.
2. Offer degree programs from associate through doctorate which provide graduates the knowledge and research skill necessary:
 - for successful careers.
 - for competing in professional and graduate schools.
 - for developing a commitment to lifelong learning for success in an ever changing job market.
3. Serve the public through quality research and professional service reaching from eastern Arkansas and the Mississippi River Delta region, to the nation and the world.

PROGRAMS OF STUDY

The College of Humanities and Social Sciences offers work leading to the Master of Arts degree with majors in English, history, political science, and sociology and to the Master of Public Administration degree.

The College of Humanities and Social Sciences coordinates programs of research and study leading to the Doctor of Philosophy in Heritage Studies. Designed for those interested in public sector work in museums, archives, folk arts centers, historical societies and similar agencies, the Heritage Studies program is interdisciplinary. It involves faculty from several departments and colleges at Arkansas State University.

The Master of Arts programs have been planned for flexibility and offer courses of general cultural and educational value. They are designed not only to provide knowledge in special fields but also to enhance professional qualifications for careers in teaching, law, writing, and governmental service; to provide a humanistic foundation for most other careers; and to prepare students for more advanced work at other institutions of higher learning.

The Master of Public Administration degree program provides a course of study for students who wish to serve in various levels of local, state, and national government and in international public management.

The graduate programs leading to the Master of Science in Education degree are designed for graduates who plan careers in secondary school teaching. Twenty-one hours of major field courses and nine hours of professional education courses are required.

The Graduate Certificate in History offers 18 credit hours for those who wish to meet state and HLC qualifications for teaching History at the college level and/or concurrent courses in Arkansas high schools.

All general requirements of the Graduate School are applicable to these degree programs. The student should refer to the requirements which are listed elsewhere in this bulletin.

Program of Study for the Doctor of Philosophy in Heritage Studies Degree

This interdisciplinary Ph.D. program educates students for advanced careers in the heritage professions. Policies and requirements are shown below and in the section of this Bulletin entitled "Program of Study for the Doctor of Philosophy Degree in Heritage Studies" in the College of Humanities and Social Sciences. Applicants are advised that admission to the Graduate School does not imply admission to the Heritage Studies Ph.D. Program.

The mission of the doctoral program in Heritage Studies is to produce heritage professionals with the knowledge and skills needed to support the identification, assessment, preservation, interpretation, management and promotion of historic and cultural resources for non-specialist or "public" audiences. Our program is interdisciplinary, using multiple perspectives to explore and understand the interrelationships of history, culture, and geography in distinctive regions, such as the Mississippi River Delta and in other regions of the United States and the world. The concept of region is central to the Heritage Studies degree. Through case study of a region, the Mississippi River Delta, our students gain an understanding of cultural resource management and interpretation that is applicable in other settings.

While universal in scope and method, the Heritage Studies doctoral program uses the distinctive history, attributes, resources, and interests of the Mississippi River Delta as a laboratory. Our students study regional history, anthropology, archaeology, folklore, regional and ethnic literature, and the social sciences. Students develop and refine the traditional doctoral-level research skills, but as heritage professionals their expertise will be applied, practical, and public dissemination of history and culture.

Employment opportunities include senior executive staff positions in cultural and historical agencies, parks and cultural tourist sites, historical societies, museums, archives, federal, state, and local public and nonprofit agencies, and private consulting firms. This degree is not primarily designed for college and university teaching, although students may be qualified to do so.

MASTER OF ARTS DEGREE WITH A MAJOR IN HERITAGE STUDIES

Only students admitted to the Ph.D. program in Heritage Studies will be eligible for the Master of Arts (MA) in heritage Studies. This MA degree is granted "en route" to the Ph.D. To receive this master's degree, the doctoral student must complete the requirements in core courses (12 semester credit hours minimum), specialty area (12 semester credit hours minimum), and enrichment (12 semester credit hours minimum), and the capstone research seminar (3 semester credit hours). This capstone seminar is the culmination of a student's class work and will result in an intensive research paper that demonstrates the student's comprehensive understanding of Heritage Studies when focused on a specific topic. The research paper from this course is the equivalent of a written exam for the MA degree in Heritage Studies. All requirements for approval of credit in core courses, specialty area, and enrichment that apply for the Ph.D. program also apply for a doctoral student who requests the MA in Heritage Studies.

ADMISSION REQUIREMENTS

Students seeking admission into the Doctor of Philosophy in Heritage Studies program must meet the admission requirements of the Graduate School and the specific program requirements.

Applicants to the Doctor of Philosophy in Heritage Studies program must hold a baccalaureate or master's degree (BA, BS, MA, or MS) from an accredited institution in a related field of study such as Archaeology, anthropology, English, folklore, geography, history, historic preservation, museum studies, political science, public administration, or sociology. Applicants admitted to the program without a master's degree will be required to complete a minimum of 18 hours of graduate work before they will be allowed to take 7000 level courses. Only in rare cases will applicants be admitted who have not completed an appropriate master's degree before they begin their doctoral studies.

Transcripts should reflect a strong background in social sciences and humanities. Applicants lacking this background who are otherwise exemplary may be granted provisional admission to the program, but will be required to make up these deficiencies. These course credits cannot be applied toward fulfillment of doctoral requirements. Up to eighteen hours in addition to the semester hours of

credit required for the Ph.D. in Heritage Studies may be necessary in graduate classes that provide a suitable foundation for doctoral work in Heritage Studies. In some cases, documented work experience in the Heritage professions may be substituted for specific preparatory courses and, in exceptional cases, may be used as a criterion for admission.

In addition to application materials required by the Graduate School, applicants to the Doctor of Philosophy in Heritage Studies program must submit a letter explaining their interests in Heritage Studies and personal career goals. The Heritage Studies Admissions Committee will carefully review this statement and three letters of reference from former professors or professionally based supervisors or peers as well as the applicant's undergraduate and graduate transcripts. All applicants also are required to submit an example of research and writing on a scholarly topic and to have an interview with the director or associate director of the Ph.D. program.

Applicants must submit the following to the Graduate School:

1. A completed application for admission to the Ph.D. in Heritage Studies program. Applicants are encouraged to submit the application no later than January 15. Review of applications will begin January 15 for the fall semester.
2. A \$50 nonrefundable application fee. Checks must be made payable to Arkansas State University. If applications are received without payment, the Graduate School will hold all application materials and notify the applicants that no action will be taken until payment is received. International students may utilize a check or an International Postal Money Order to remit payment in U.S. currency.
3. One copy of official transcripts of all previous undergraduate and graduate coursework attempted, to be sent directly from the institution(s) previously attended. The Graduate School will compute the graduate GPA by counting all graduate courses completed, including any repeated courses. Transcripts should reflect a strong background in social sciences and humanities. Applicants who are lacking this background who are otherwise exemplary may be granted provisional admission and required to make up these deficiencies. Such course credits may not be applied toward fulfillment of doctoral requirements.
4. Letter explaining applicant's career goals and knowledge of and interest in Heritage Studies.
5. Three (3) letters of reference from former professors or professional supervisors.
6. International student applicants must demonstrate a satisfactory level of proficiency in the English language if English is not their native language.

Applicants will be admitted to the program based on the following criteria:

- A letter explaining interest in Heritage Studies and personal career goals.
- Undergraduate and graduate GPA
- Three (3) letters of reference
- Interview with Heritage Studies' Admissions Committee (may be required).
- Example of research and writing on a scholarly topic
- Interview with the director or associate director of the Ph.D. program

PRACTICUM

Students must complete 300 work hours as a quasi-professional in a culture, heritage, or public history environment. After completion of this work experience, students will provide a written assessment of the Practicum. At the discretion of the doctoral advisory committee, adjustments may be made for students with extensive professional experience in public heritage programs.

Heritage Studies

Doctor of Philosophy

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Core Courses:	Sem. Hrs.
Most students will take all five core classes, one of which will be applied to the Specialty Area or the Enrichment classes explained below. Some students may have taken a class equivalent to one of the five core courses and with the permission of the student's doctoral advisory committee will be permitted to take only four core classes.	
HS 7003, Introduction to Heritage Studies, Research, and Writing	3
HS 7103, Concepts of Culture	3
HS 7113, Regional Cultures: History of the Mississippi River Delta	3
HS 7123, Management Issues in the Heritage Professions	3
HS 7133, Cultural Resource Methods	3
Sub-total	15
Specialty Area:	Sem. Hrs.
Four courses that demonstrate the doctoral student's area of specialization within Heritage Studies. Under the direction of the doctoral advisory committee that is chaired by the individual student's graduate advisor, the four courses will establish an area of expertise that combines interdisciplinary emphasis and multi-cultural content with professional training (in archiving or museum work, for example). A maximum of one internship for three hours credit may be applied to the Specialty Area.	9-12
Enrichment:	Sem. Hrs.
Four courses that demonstrate study and professional training beyond the individual student's Specialty Area. Under the direction of the doctoral advisory committee these four courses will address areas that will enrich the student's research and work in Heritage Studies with special attention to expanding interdisciplinary skills and knowledge. A maximum of one internship for three hours credit may be applied to Enrichment.	9-12
Dissertation:	Sem. Hrs.
HS 889V, Dissertation <i>Each candidate for the Doctor of Philosophy in Heritage Studies must execute an original and rigorous research project culminating in the completion, public presentation, and defense of a dissertation.</i>	18
Capstone:	Sem. Hrs.
HS 7213, Research Seminar	3
Total Required Hours:	57

QUALIFYING AND CANDIDACY EXAMS

After completion of the curriculum and the practicum, the doctoral advisory committee will schedule a qualifying examination of the student's work in the doctoral program.

Successful completion of this qualifying examination will allow the committee to schedule a candidacy exam. The format of the qualifying and candidacy exams for all students is established by the Heritage Studies Program Committee. Successful completion of the candidacy exam which includes approval of a dissertation proposal allows the student to be formally recognized as a candidate for the Doctor of Philosophy in Heritage Studies.

GENERAL REQUIREMENTS FOR THE DEGREE

Doctoral students are required to complete a minimum of 57 semester hours beyond the master's degree. For students without a master's degree, the Doctoral Advisory Committee and the Heritage Studies Ph.D. Program Committee, on a case-by-case basis, may require additional hours of credit beyond the minimum of eighteen semester hours indicated below. No more than nine credits earned while completing a master's degree may be applied toward the 57 credit requirement unless approved by the Heritage Studies Ph.D. Program Committee at the request of the student's Doctoral Advisory Committee. Applicants admitted to the program without a master's degree will be required to have completed a minimum of eighteen hours of graduate work before they will be allowed to take level 7000 courses. These eighteen hours are in addition to the 57 semester hours of credit required for the Ph.D. in Heritage Studies. If a student completed a portion of these eighteen hours before admission to the Ph.D. program, up to nine semester hours of those graduate level courses may be applied as Transfer Credit (see below). In some cases, documented work experience in the Heritage professions may be substituted for specific courses.

ADVISORY COMMITTEES

It is the responsibility of the Doctoral Advisory Committee to work with a student to develop a specific course of study. Each student is expected to initiate this process by identifying a doctoral dissertation advisor who will chair the advisory committee. The members of Doctoral Advisory Committees must be drawn from Arkansas State University graduate faculty. Each committee must have at least three members. No more than two members may represent the same academic discipline. Committee membership is subject to the approval of the Heritage Studies Ph.D. Program Committee.

The Director of the Heritage Studies Ph.D. Program will serve as the initial advisor for students entering the program. In this capacity, the Director will institute a tentative curriculum for the student pending establishment of the Doctoral Advisory Committee. Before beginning the final year of course work or no later than after the completion of 30 semester credit hours of study, the student in consultation with the Director is expected to have selected a dissertation advisor, formed a Doctoral Advisory Committee, and declared a course of study.

The course of study set by the committee must meet program requirements and match the student's academic goals, scholarly aspirations and career preparation needs. Each Doctoral Advisory Committee will meet at least once a year to review the student's progress.

The committee is to review the student's dissertation proposal and to provide guidance toward the successful completion of this substantial project. Once the student has passed the Qualifying and Candidacy Exams and has an approved dissertation topic, the Doctoral Advisory Committee may add new members to help with directing and assessing the dissertation work. In these cases, it is strongly recommended that at least one new member of the Doctoral Advisory Committee be an individual of national repute with extensive professional experience at an appropriate public program in cultural heritage.

Membership of advisory committees may be changed if either the student or a member of the committee feels that such a change is appropriate. The requested change must be reviewed and approved by Director of the Heritage Studies Ph.D. Program and then approved by the Program Committee.

DEGREE PLAN

A course of study, to be developed by the student and approved by the student's Doctoral Advisory Committee, is to be submitted to the Director of the Heritage Studies Ph.D. Program before the end of the first 12 months after beginning the program full time, or before completing 18 semester credit hours of study.

As a reflection of the interdisciplinary nature of the program, each student is expected to develop a course of study tailored to his or her own scholarly interests, research program, and proposed career direction. The specific quantity and content of each student's course of study will be worked out with that student's Advisor and the Doctoral Advisory Committee within the parameters set forth for the program as a whole.

LEVEL OF WORK REQUIRED

Fifty-seven (57) semester credit hours are required for completion of this program. Only in the most exceptional cases will any class that is not designated a master's or doctoral-level (5000 and above at Arkansas State) be accepted. These exceptions must be approved by the Doctoral Advisory Committee, the Program Director, and the Program Committee. Doctoral Advisory Committees also will take great care when approving any course at the 5000 level. Special justification will be needed for such courses and typically no more than six semester hours of 5000 level course work will be approved for a student's program of study. With permission of the professor, advanced master's level students may enroll in doctoral level Heritage Studies classes.

TRANSFER CREDIT

No more than nine master's level credit hours earned before admission to the Heritage Studies Ph.D. Program may be applied toward the 57-credit-hour requirements unless requested by the student's Doctoral Advisory Committee and approved by the Heritage Studies Ph.D. Program Committee. Decisions regarding acceptability of transfer credits are to be made by the Program Committee, upon recommendation from a student's Doctoral Advisory Committee, within the context of that student's course of study and subject to approval by the Graduate School. Students will be held responsible on the qualifying and candidacy exams for the content of all courses within their course of study.

GRADES AND CREDIT

Courses completed during prior master's work must have received a grade of B or better to be credited towards the degree. A single grade of C will be accepted for courses in the Ph.D. program. A second instance of a grade of C or a single instance of a grade below C will be cause for the review of the student's status within the program by the Heritage Studies Program Committee. After such review, the Heritage Studies Program Committee may recommend dismissal of the student from the program.

QUALIFYING AND CANDIDACY EXAMS

After completion of the curriculum and the practicum, including the capstone Research Seminar the Doctoral Advisory Committee will schedule a qualifying examination of the student's work in the doctoral program. Successful completion of this qualifying examination will allow the committee to schedule a candidacy exam. The format of the qualifying and candidacy exams for all students is established by the Heritage Studies Program Committee. Successful completion of the candidacy exam which includes approval of a dissertation proposal allows the student to be formally recognized as a candidate for the Doctor of Philosophy in Heritage Studies.

The qualifying and candidacy examinations are designed to test general knowledge of Heritage Studies as well as the student's expertise in specialized areas of research and interest. Students are expected to successfully complete each exam in the first full semester following completion of all course work in the course of study. These exams have a mandatory oral component. In advance of each oral exam, a student prepares a portfolio. Exams will be administered no later than one week before the close of fall and spring semesters. Students intending to take qualifying and candidacy exams must submit an intent form to the office of the program director no later than the end of the sixth week after the beginning of classes in the semester in which they intend to take the exam.

Each student will create a Portfolio before each exam that will be examined by the Doctoral Advisory Committee which also will serve as the examination committee. The Portfolio must be available to the committee two weeks before the scheduled exam. The exam itself will consist of an oral interview of no more than one hour for the qualifying exam and no more than two hours for the candidacy exam. At each exam the student will explain and defend what is in the Portfolio.

The Portfolio for the Qualifying Exam will contain:

- A major example of the student's work from EACH of the three divisions of the doctoral curriculum (the core, specialty area, and enrichment). These THREE EX-AMPLES from the student's course work are improved and enhanced before they are placed in the portfolio. The first example will be drawn from one of the required core seminars. The second example of enrichment may come from any class in the Heritage Studies program, other than a core seminar or the capstone research seminar, that demonstrates breadth and depth in terms of the student's studies. The third example will be the research paper from the capstone research seminar (HS 7213). It is required as the representation of the specialty area and as a significant example of the student's writing.

The Portfolio for the Candidacy Exam will contain:

- A meaningful essay of no more than twelve-hundred (1,200) words that gives the student's scholarly and intellectual explanation of what is "Heritage Studies" accompanied by an extensively annotated list that will contain 20 sources, at least 10 of which must be books. The list may also include important articles, films, archives, festivals, museums or other substantial examples that are vital for the interpretation of "Heritage Studies".
- A written report that assesses the student's 300-hour Practicum accompanied by a letter from the supervisor, or coordinator, of the Practicum.
- The final version of the student's dissertation proposal.

The oral component for the qualifying and candidacy exams are conducted by the student's Doctoral Advisory Committee. In case of failure, the exam may be retaken if the committee feels that improvements in the Portfolio are justified and can be carried out by the student within an additional period of time as specified by the committee. A second failure of either the qualifying or candidacy exam will result in dismissal from the program. Students may not undertake the candidacy exam until after they have successfully completed the qualifying exam.

ADMISSION TO CANDIDACY

A student may apply for admission to candidacy upon successful completion of the oral component of the comprehensive candidacy examination.

CONTINUOUS ENROLLMENT

Prior to the completion of the candidacy exam, any leave from the program of six months or less must be approved by the Program Director. Any leave of six months or longer must be approved by the Director and the Program Committee. Students who have taken leave from the program for more than two years, at the determination of the Director and Program Committee, may be required to apply formally for readmission and to update specific courses.

Students must maintain continuous enrollment subsequent to passing the candidacy examination. They must maintain a minimum of one semester hour of dissertation credit during each regular semester, including at least one summer term each year, until the dissertation has been accepted by the Dean of the Graduate School.

TIME TO DEGREE

All requirements for the degree must be completed within eight calendar years of admission to the program. Requirements subsequent to the candidacy examination must be completed within four calendar years of the date of successful completion of that examination. Students exceeding the time limit may be required to repeat the candidacy exam, replace out-of-date credits with up-to-date ones, and/or show other evidence of being current within both the core curriculum and the student's area of specialization. Extension of the eight-year requirement will be granted only if a student has obtained prior approval from his or her Doctoral Advisory Committee, the Heritage Studies Program Committee and the Arkansas State University Graduate School.

APPROVAL OF DISSERTATION RESEARCH

The student's Doctoral Advisory Committee must approve the dissertation proposal at the Candidacy Exam. As the student progresses in completing the dissertation, minor modifications of the proposal may be approved by the chair of the student's Doctoral Advisory Committee who is also the director for the dissertation itself. Any major changes in the dissertation proposal require the approval of the on-campus members of the expanded Doctoral Advisory Committee. Students are also advised to seek the appropriate institutional approval of proposed research, as necessary, from the Institutional Review Board.

DISSERTATION DEFENSE

After the research is completed the student will submit a draft to his or her advisory committee. Upon the recommendation of the committee, the candidate will arrange with the chair of his or her advisory committee to schedule and conduct an open, public presentation of the results to which members of the faculty and master's and doctoral students will be invited. In advance of this public presentation, the candidate will also be required to orally defend the dissertation before the expanded Doctoral Advisory Committee including any new members from outside Arkansas State University such as cultural heritage professionals. Arrangements for the public presentation and dissertation defense will be made through the Heritage Studies Program Office. Students are advised to be aware of the deadlines set by the Graduate School for submission of defense results and dissertations.

The defense must occur at least four weeks before the date of graduation. The defense is failed if more than one negative vote is cast by the members of the Doctoral Advisory Committee who are members of the Arkansas State University graduate faculty. In this case the student is placed on probation. A student who fails the defense must wait at least one semester before attempting a second defense of the dissertation. A second public presentation will not be required. If a repeat defense is failed, the Doctoral Advisory Committee will recommend the student's removal from Ph.D. candidacy standing.

FINAL FORM

The completed dissertation may consist of several elements, such as a museum exhibition curated by the student or a video documentary. Nonetheless, all dissertations will include, an extensive written statement that places the dissertation in its scholarly, intellectual context as a representation of heritage studies. Other important parts of the dissertation project may be written as well and a completed dissertation may include extensive appendices. The written component of the dissertation will follow the style and format requirements from the most recent edition of the Chicago Manual of Style unless an alternate scholarly style is approved by the Doctoral Advisory Committee and the Graduate School. It is the responsibility of candidates to assure that this written component of the dissertation follows the appropriate, designated format. Before submission to the Graduate Dean, the entire on campus membership of the advisory committee must approve the completed dissertation. Candidates will submit electronically a copy of the dissertation according to the Guide to Theses and Dissertations: Preparation and Electronic Submission. The bound copies will be on file with the ASU Library, the Graduate School, the Heritage Studies Program Director, and the chair of the advisory committee.

THE ABSTRACT

Candidates will be responsible for the preparation of an abstract of the dissertation, which will be submitted at the same time as the completed dissertation project. The abstract must not exceed 300 words and will be bound with the written component of the dissertation.

DEADLINE FOR SUBMISSION

The completed dissertation and abstract, signed by all members of the advisory committee, must be submitted electronically by the deadline set for accepting dissertations. The date for each semester and summer term is given in the University Calendar.

Checklist for the Last Semester Before Graduation:

- In the last semester before graduation, candidates must register for the graduation fee.
- File an Intent to Graduate Form with the graduate dean by the relevant deadline.
- Complete the oral defense of the dissertation.
- Submit the dissertation by the relevant deadline.

Program of Study for the Master of Arts in Criminal Justice Degree

This program is designed to be consistent with the nationally accepted standard in the field set out by the Academy of Criminal Justice Sciences. It is intended to serve two purposes. First, the program will assist in developing additional analytical skills for in-service practitioners with BA/BS in the field or in a closely related field. Second, the program will provide a good foundation for students who wish to pursue doctoral studies.

In order to fulfill the requirements of the program, students are required to select a graduate committee comprised of at least three faculty members from the graduate faculty, at least two of whom must be from the department of Criminology, Sociology, and Geography. The selection of the committee should take place no later than the end of a student's second semester in the program. Additionally, students are required to submit a graduate plan to the committee for consideration, which shall indicate the courses that a student plans to take to fulfill the degree requirements. At least two members of the committee must approve of the plan.

ADMISSION REQUIREMENTS

- BA or BS in Criminal Justice, Criminology, Political Science, Psychology, Sociology, or other closely related field.
- Two letters of recommendation.
- Statement of purpose, AND
- A minimum cumulative undergraduate GPA of 3.0 or a minimum of 3.0 for the last 60 hours of undergraduate course work completed.
- A minimum grade of B in the following undergraduate courses, or their recognized equivalents:
 - SOC 3383, Social Statistics, and SOC 3381, Social Statistics Laboratory
 - SOC 4293, Methods of Social Research

Admissions are competitive.

Application deadlines: Priority deadlines for admission and for consideration for graduate assistantship are May 1 (for Summer or Fall admission); November 1 (for Spring admission).

ADDITIONAL DEGREE REQUIREMENTS

A student must write and defend a professional paper on a topic approved by the student's graduate committee. The committee must agree that the defended paper is of a quality comparable to one that may be presented at a professional conference or submitted to a refereed journal.

At least fifty percent of the course credit hours must be completed at the 6000 level.

Criminal Justice

Master of Arts

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
CRIM 6133, Police and Society	3
CRIM 6233, Criminal Justice Systems	3
CRIM 6403, Seminar in Juvenile Delinquency OR CRIM 6523, Seminar in Criminal Behavior	3
CRIM 6513, Seminar in Community and Institutional Corrections	3
Methods Courses (select three hours from the following): SOC 5323, Applied Research SOC 5343, Geographical Information Systems for the Social Sciences SOC 6253, Qualitative Methods of Social Research SOC 6343, Methods of Social Research SOC 6383, Advanced Data Analysis POSC 6003, Techniques of Political and Public Administration Research POSC 6533, Public Policy and Evaluation	3
Select eighteen hours from the following: <i>Other courses require approval from the Director of the MACJ program and the Chair of the Criminology, Sociology, and Geography Department.</i> CRIM 5313, Seminar on Organized Crime CRIM 6403, Seminar in Juvenile Delinquency (<i>if not taken above</i>) CRIM 6523, Criminal Behavior (<i>if not taken above</i>) POSC 6503, Managing Local Government POSC 6523, Decision Making POSC 6533, Seminar in Human Resource Management POSC 6553, Public Budgeting and Finance POSC 6563, Seminar in Public Administration POSC 6573, Grant Writing and Administration SOC 5003, Perspectives in Death and Dying SOC 5063, Sociology of Disasters SOC 5073, Sociology of Family Violence SOC 5223, Urban Sociology SOC 5233, Social Organization SOC 5253, Rural Sociology SOC 5263, Terrorism as a Social Movement SOC 560V, Special Problems SOC 6113, Seminar in Contemporary Sociology SOC 6123, Aging, Law and Social Issues SOC 6203, Social Psychology SOC 6423, Seminar in Race, Gender and Class Any of the Methods Courses listed above not taken to satisfy the Methods requirement.	18
Sub-total	33
Total Required Hours:	33

Program of Study for the Master of Arts in English Degree

ADMISSION REQUIREMENTS

Students seeking admission into the Master of Arts in English must meet the admission requirements of the Graduate School and the specific program requirements.

Applicants must hold a baccalaureate degree from an accredited four-year institution with the appropriate undergraduate background in the field of the proposed academic emphasis and a grade point average of 3.00 on the last 60 hours of undergraduate work, or a 2.75 average on all undergraduate work (A-4, B-3, C-2, D-1, F-0). The appropriate undergraduate background must include a minimum of 18 semester hours of coursework, exclusive of any basic education courses, in the proposed field of the graduate major. All courses attempted, including any repeated courses, are considered in the computation of the grade point average.

Students who do not meet the requirements as stated above may be granted admission at the master's degree level provided they have a grade point average of 2.50 overall or a 2.75 average on the last 60 hours.

1. Applicants for admission to the master's degree program who have not completed the appropriate undergraduate background will be assessed under graduate course deficiencies.
2. Applicants from an unaccredited college, who have satisfactory grades and a satisfactory undergraduate program, may be admitted with an entrance condition of 12 semester hours.

Newly admitted students must take a preliminary examination immediately after completing six to nine hours of graduate course work. This preliminary examination is a proctored, impromptu written explication of a relatively brief poem or prose passage, the text of which will be presented to the student at the time of the examination. Students will have two hours in which to write this explication, which will be administered once each semester during the regular academic year and graded by a three-member committee. For information on the exam schedule, contact the graduate adviser.

Students failing the preliminary examination must retake it in the next consecutive full semester. Students who fail the explication a second time must complete a non-credit Independent Study in explication until they can pass an explication graded by three members of the English graduate faculty. Students may not take comprehensive exit exams for the degree until the explication requirement has been satisfied.

ADDITIONAL DEGREE REQUIREMENTS

A knowledge of one foreign language is a requirement for the Master of Arts degree in English. The language requirement may be met by completing the intermediate level of a foreign language with a grade of "C" or above, by achieving a score of 500 or more on the Educational Testing Services examination, by passing an examination administered by the language faculty, or by completing the reading courses FR 3023 or GER 3023 with a grade of "B" or better.

The foreign language requirement must be met before the comprehensive examination can be taken.

English

Master of Arts

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
ENG 6133, Theory and Methods of Literary Study	3
English Electives <i>Must be selected in consultation with the faculty adviser. Three hours may be chosen from a related discipline.</i>	27
Sub-total	30
Total Required Hours:	30

Program of Study for the Master of Arts in History Degree

ADMISSION REQUIREMENTS

Applicants must have completed a minimum of 18 undergraduate semester hours in History in addition to three semester hours of freshman-level World Civilization and three semester hours of sophomore-level United States History (both are considered to be part of the general education requirements). Applicants for the M.A. program in History will also be evaluated by the department for academic qualification based upon their undergraduate academic records, GRE scores and letters of reference. In addition to meeting the Graduate School's requirements applicants must:

1. Submit acceptable GRE scores
2. Submit two letters of reference from professors familiar with the applicant's work.

Applicants who finished their undergraduate degrees seven or more years prior to applying are urged to contact the department if they are having difficulty getting letters of reference.

There is no foreign language requirement for the Master of Arts degree in History. Students who plan to pursue the Ph.D. degree, however, are encouraged to complete the intermediate level of a foreign language.

ADMISSION REQUIREMENTS - PUBLIC HISTORY EMPHASIS

Applicants must have completed a minimum of 18 undergraduate semester hours in history in addition to three semester hours of freshman-level world history and three semester hours of sophomore-level United States History (as general education requirements). Applicants for the M.A. in History, Public History Emphasis, will also be evaluated by the department for academic qualification based upon their undergraduate academic records, GRE score and letters of reference. In addition to meeting the Graduate School's requirements applicant's must:

1. Submit acceptable GRE scores
2. Submit two letters of reference from professors familiar with the applicant's work.

Holders of the M.A. in history from ASU or another accredited graduate program may apply up to 15 hours of earned credit from a previous degree program to the completion of this degree, provided that those credits were earned within the six-year limit for completion of the second degree.

There is no foreign language requirement for the M.A. in History, Public History Emphasis. Also, students pursuing the M.A. in History, Public History Emphasis will not be required to take comprehensive examinations; however, they will be required to defend their thesis.

ADMISSION REQUIREMENTS - GLOBAL HISTORY EMPHASIS

Applicants must have completed at least 21 undergraduate semester hours in history, including three semester hours of freshman-level world history and nine semester hours of upper-division world history. Applicants for the M.A. in History, Global History emphasis, will be evaluated by the department for academic qualification based upon their undergraduate academic records, GRE scores and letters of reference. In addition to meeting the Graduate School's requirements applicant's must:

1. Submit acceptable GRE scores
2. Submit two letters of reference from professors familiar with the applicant's work.

Holders of the M.A. in History from ASU or another accredited graduate program may apply up to 15 hours of earned credit from a previous degree program to the completion of this degree, provided that those credits were earned within the 6-year limit for completion of the second degree.

History

Master of Arts

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements: <i>Course work must include at least one HIST 6253, Graduate Readings Seminar and one HIST 6263, Graduate Research Seminar.</i>	Sem. Hrs.
HIST 6003, Introduction to Graduate Study	3
HIST 630V, Thesis OR Six hours of approved History electives	6
World History Electives	6
U.S. History Electives	6
History Electives	12
Sub-total	33
Total Required Hours:	33

History

Master of Arts Emphasis in Public History

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
HIST 6003, Introduction to Graduate Study	3
HIST 6313, Introduction to Public History	3
HIST 622V, Internship in Public History	3
HIST 630V, Thesis OR HIST 623V, Capstone	6
HIST 6763, Public History Seminar	3
Public History Electives (<i>excluding HIST 662V</i>)	6
5000- or higher-level U.S. or World History Electives	9
Sub-total	33
Total Required Hours:	33

History

Master of Arts Emphasis in Global History

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements: <i>Course work must include at least one HIST 6253, Graduate Readings Seminar and one HIST 6263, Graduate Research Seminar.</i>	Sem. Hrs.
HIST 5613, Seminar in Global History	3
HIST 6003, Introduction to Graduate Study	3
HIST 6513, Theory and Practice of Global History	3
Global History Electives	9
History Electives	15
Sub-total	33
Total Required Hours:	33

Program of Study for the Master of Arts in Political Science Degree

MISSION

The mission of the MA program is to prepare students for future educational and career opportunities in both the public and private sectors. We accomplish this mission by equipping our students with substantive knowledge and methodological skills necessary to conduct research; to instruct primary, secondary, and undergraduate students on civics, government, and politics; and/or to pursue advanced graduate studies in professional programs (i.e., doctoral, law school, and other public and private related programs of study).

ADMISSION REQUIREMENTS

Beyond the admission materials required by the Graduate School, students interested in the MA in political science should submit directly to the MA Director the following materials:

- A statement of interest outlining the applicant's goal past the MA and the types of work he or she wishes to pursue in the program to realize that goal
- A resume
- An academic writing sample
- GRE scores on the general test and, for international students, TOEFL scores
- Two letters of reference from people who can evaluate the applicant's academic potential

Applications received by April 30 will be given full review for fall admission, and those received by November 30 will receive full review for spring admission. Late applications after the deadlines may be reviewed at the discretion of the MA Committee. Applicants who seek a graduate assistantship must submit their materials before April 1. Applicants not meeting the April 1 deadline will be eligible for graduate assistantships only if available.

PROGRAM OF STUDY

Students enrolled in the program will choose to concentrate in one of four subfields in political science—US politics, comparative politics, international relations, or political theory. The student's program will be composed of 15 hours in the chosen concentration area (which may include 6 hours of thesis work) and two courses in political science research techniques; the remaining 9 hours will be composed of elective hours in political science (though, subject to prior approval of the MA Committee, a student may propose to take courses in cognate fields when doing so would complement graduate study in political science).

Students will have an option of pursuing a thesis or non-thesis option, which is designed to maximize the practical value of their degree. Students choosing the thesis option are required to write and defend a thesis for a total of six graduate credit hours and must take POSC 6013, Advanced Political Analysis as part of their program of study. Students choosing the non-thesis option are required to take comprehensive exams and must take POSC 6573, Grant Writing and Administration as part of their program of study.

4+1 MASTERS PROGRAM

Qualified undergraduate students may be eligible to enter the program in their junior and senior year of study.

Political Science

Master of Arts Thesis Option

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
POSC 6003, Techniques of Political and Public Administration Research	3
POSC 6013, Advanced Political Analysis	3
POSC 665V, Thesis	6
Political Science electives	9
Sub-total	21
Concentration:	Sem. Hrs.
Nine hours of course work in one of four concentrations: U.S. politics, comparative politics, international relations, or political theory, or nine hours of electives in cognate fields (as approved by MA committee).	9
Total Required Hours:	30

Political Science

Master of Arts Non-Thesis Option

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
POSC 6003, Techniques of Political and Public Administration Research	3
POSC 6573, Grant Writing & Administration	3
Political Science electives	15
Sub-total	21
Concentration:	Sem. Hrs.
Nine hours of course work in one of four concentrations: U.S. politics, comparative politics, international relations, or political theory, or nine hours of electives in cognate fields (as approved by MA committee).	9
Total Required Hours:	30

Program of Study for the Master of Arts in Sociology Degree

ADMISSION REQUIREMENTS

Students seeking admission into the Master of Arts degree program in Sociology must meet the admission requirements of the Graduate School. The specific program requirements are as follows. The student must have:

- a minimum cumulative undergraduate grade point average of 3.00, or a minimum of 3.0 for the last 60 hours of undergraduate course work completed;
- a minimum of eighteen (18) undergraduate hours in Sociology;
- an overall minimum GPA of 3.00 in undergraduate Sociology courses;
- a minimum grade of B in the following undergraduate courses, or their recognized equivalents:
 - SOC 2213, Introduction to Sociology
 - SOC 3383, Social Statistics, and SOC 3381, Social Statistics Laboratory
 - SOC 4293, Methods of Social Research
 - SOC 4243, Social Theory

THESIS OPTION

Students electing to complete a thesis will take six (6) hours of SOC 670V, Thesis, with the consent of the overseeing faculty member, in lieu of a corresponding number of hours of elective courses. (Note: receipt of credit for thesis hours is contingent upon successful completion and defense of the thesis.)

OTHER REQUIREMENTS FOR THE DEGREE

A minimum of eighteen (18) hours for the degree must be in courses numbered at the 6000 level. All students must pass a comprehensive examination for the degree. For the thesis option, this requirement is met by successfully completing and defending the thesis. Students not completing a thesis may apply to take the comprehensive exam after earning a minimum of eighteen (18) hours in the program, including SOC 6303, Contemporary Social Theory, and SOC 6343, Methods of Social Research.

Admissions are competitive.

Application deadlines: Priority deadlines for admission and for consideration for graduate assistantship are May 1 (for Summer or Fall admission); November 1 (for Spring admission).

Sociology

Master of Arts

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
Students electing to complete an internship, with consent of the overseeing faculty member and approval of the Department Graduate Studies Committee, may take CRIM 6603, Internship, as an elective course.	
Select one of the following: SOC 5323, Applied Research SOC 5343, Geographical Information Systems for the Social Sciences SOC 6353, Qualitative Methods of Social Research SOC 6383, Advanced Data Analysis in Sociology Other research methods courses, upon approval of the department graduate director	3
SOC 6303, Contemporary Sociological Theory	3
SOC 6343, Methods of Social Research	3
SOC Electives	15-21
Advisor-approved Electives	0-6
Sub-total	30
Total Required Hours:	30

Program of Study for the Master of Public Administration

Offered through ASTATE Online Learning Services

MISSION

The Master of Public Administration at Arkansas State University exists to enhance individual, organizational, social and governmental capacity in the public and non-profit sectors by equipping pre-service and mid-career students with sound management skills and a public/non-profit philosophy to lead public institutions of the future with integrity, innovation, excellence and professionalism.

ADMISSION REQUIREMENTS

To be considered for admission to the MPA program, in addition to meeting Graduate School admission requirements applicants must provide:

- Three letters of recommendation
- A statement of purpose indicating why the student wishes to undertake the MPA

Moreover, an applicant's undergraduate background must include courses with grades of "C" or higher in American national government and principles of economics or their equivalents. If the student is deficient, these courses must be taken in addition to the graduate course requirements specified below. Such undergraduate deficiencies must be completed prior to or during the first graduate enrollment period.

Any potential graduate transfer credits must be from another NASPAA (National Association of Schools of Public Affairs and Administration)-accredited program to be eligible for consideration. Per Graduate School guidelines, to gain unconditional admission a student must also have a 3.0 GPA for any prior graduate courses or programs. Only 9 hours of transfer work will be accepted.

For unconditional admission, a student must have a minimum cumulative undergraduate grade point average of 3.0 (or 3.2 in the last 60 hours).

For conditional admission, academic proficiency must be established by a minimum cumulative undergraduate grade point average of 2.75.

Students who earn "D" or "F" grades in graduate work elsewhere will not be admitted to the program. Students who earn "F" grades in the MPA at Arkansas State University will not be re-admitted to the program.

Public Administration

Master of Public Administration Emphasis in Nonprofit Management (Thesis Option)

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
<i>Please note that this option is recommended only for students planning to pursue a Ph.D.</i>	
POSC 6003, Techniques of Political & Public Administration Research	3
POSC 6553, Public Budgeting & Finance	3
POSC 6563, Seminar in Public Administration	3
POSC 6573, Grant Writing & Administration	3
POSC 6593, Seminar in Human Resources Management	3
POSC 6613, Administrative Leadership	3
POSC 6623, Administrative Ethics	3
Sub-total	21
Emphasis Area (Nonprofit Management - Thesis Option):	Sem. Hrs.
POSC 6433, Nonprofit Fundraising and Financial Management	3
POSC 6443, Nonprofit Planning and Marketing	3
POSC 6643, Nonprofit Management	3
POSC 665V, Thesis	6
Sub-total	15
Total Required Hours:	36

Public Administration

Master of Public Administration Emphasis in Nonprofit Management (Non-Thesis Option)

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements: <i>All students in non-thesis tracks are required to complete and submit a set of comprehensive case study analyses during their final enrollment period, via the MPA Capstone Experience.</i>	Sem. Hrs.
POSC 6003, Techniques of Political & Public Administration Research	3
POSC 6553, Public Budgeting & Finance	3
POSC 6563, Seminar in Public Administration	3
POSC 6573, Grant Writing & Administration	3
POSC 6593, Seminar in Human Resources Management	3
POSC 6613, Administrative Leadership	3
POSC 6623, Administrative Ethics	3
Sub-total	21
Emphasis Area (Nonprofit Management - Non-Thesis Option):	Sem. Hrs.
POSC 6433, Nonprofit Fundraising and Financial Management	3
POSC 6443, Nonprofit Planning and Marketing	3
POSC 660V, Internship in Public Administration OR POSC 6633, Public Information Management	3
POSC 6643, Nonprofit Management	3
POSC 6653, MPA Capstone Experience	3
Sub-total	15
Total Required Hours:	36

Public Administration

Master of Public Administration Emphasis in Public Management (Thesis Option)

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
<i>Please note that this option is recommended only for students planning to pursue a Ph.D.</i>	
POSC 6003, Techniques of Political & Public Administration Research	3
POSC 6553, Public Budgeting & Finance	3
POSC 6563, Seminar in Public Administration	3
POSC 6573, Grant Writing & Administration	3
POSC 6593, Seminar in Human Resources Management	3
POSC 6613, Administrative Leadership	3
POSC 6623, Administrative Ethics	3
Sub-total	21
Emphasis Area (Public Management - Thesis Option):	Sem. Hrs.
POSC 6423, Public Financial Management	3
POSC 6533, Public Policy Analysis and Evaluation	3
POSC 6543, Administrative Behavior	3
POSC 665V, Thesis	6
Sub-total	15
Total Required Hours:	36

Public Administration

Master of Public Administration Emphasis in Public Management (Non-Thesis Option)

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
<i>All students in non-thesis tracks are required to complete and submit a set of comprehensive case study analyses during their final enrollment period, via the MPA Capstone Experience.</i>	
POSC 6003, Techniques of Political & Public Administration Research	3
POSC 6553, Public Budgeting & Finance	3
POSC 6563, Seminar in Public Administration	3
POSC 6573, Grant Writing & Administration	3
POSC 6593, Seminar in Human Resources Management	3
POSC 6613, Administrative Leadership	3
POSC 6623, Administrative Ethics	3
Sub-total	21
Emphasis Area (Public Management - Non-Thesis Option):	Sem. Hrs.
POSC 6423, Public Financial Management	3
POSC 6533, Public Policy Analysis and Evaluation	3
POSC 6543, Administrative Behavior	3
POSC 660V, Internship in Public Administration OR POSC 6633, Public Information Management	3
POSC 6653, MPA Capstone Experience	3
Sub-total	15
Total Required Hours:	36

Program of Study for the Master of Science in Education Degree in English

ADMISSION REQUIREMENTS

Students seeking admission into the Master of Science in Education degree program in English Education must meet the admission requirements of the Graduate School and the specific program requirements. In addition, applicants must have completed a minimum of 18 hours of professional education courses including the requirements for a valid teaching certificate based on a four-year teacher education program. Applicants who do not meet the requirements for a valid teaching certificate based on a four-year teacher education program will be required to complete the undergraduate courses required for such a certificate. These courses may be completed concurrently with the graduate work, but must be completed before the degree is awarded.

For unconditional admission, academic proficiency must be established through satisfaction of either of the following admission selection criteria:

1. A minimum cumulative undergraduate grade point average of 3.00 (or 3.25 on the last 60 hours) and a raw score of at least 30 on the Miller Analogies Test (MAT) or a minimum score of 292 on the combined verbal and quantitative sections of the Graduate Record Examination (GRE).
2. A minimum cumulative undergraduate grade point average of 2.75 (or 3.00 on the last 60 hours) and a raw score of at least 35 on the MAT or a minimum score of 292 on the combined verbal and quantitative sections of the GRE.

For conditional admission, academic proficiency must be established through satisfaction of either of the following admission selection criteria:

1. The total undergraduate GPA is 2.50 AND when the undergraduate GPA is multiplied by 10 and then multiplied by the MAT score the total is at least 600.
2. The total undergraduate GPA is 2.50 AND when the undergraduate GPA is multiplied by the GRE score the total is at least 1850.

All newly admitted students must take a preliminary examination during their first semester of graduate study. (In unusual circumstances, and with the written permission of the graduate adviser, this preliminary examination may be deferred until the student's second semester of graduate study.) The preliminary examination in English is a proctored, impromptu written explication of a relatively brief poem, the text of which will be presented to the student at the time of the examination. Students will have two hours to write this explication.

Students failing the preliminary examination the first time must retake it in the next consecutive full semester. The examination may be taken no more than twice. Failure to pass the preliminary examination the second time terminates the student's enrollment in the program.

English

Master of Science in Education

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Professional Education Core Courses:	Sem. Hrs.
ELFN 6763, Philosophies of Education OR PSY 6513, Advanced Educational Psychology	3
ELFN 6773, Introduction to Statistics and Research	3
Select one of the following: ELCI 5523, Middle School Curriculum ELCI 6063, Curriculum Management ELCI 6523, Secondary School Curriculum ELFN 6763, Philosophies of Education (<i>if not taken previously</i>) PSY 6513, Advanced Educational Psychology (<i>if not taken previously</i>)	3
Sub-total	9
Program Requirements:	Sem. Hrs.
ENG 6133, Theory and Methods of Literary Study	3
Select one of the following: ENG 5023, Advanced Creative Writing ENG 5083, Introduction to Linguistics ENG 6013, Seminar: Composition Theory ENG 6533, Teaching Writing in the Schools	3
English Electives	15
Sub-total	21
Total Required Hours:	30

Program of Study for the Master of Science in Education Degree in Social Science

ADMISSION REQUIREMENTS

Students seeking admission into the Master of Science in Education degree program in Social Science must meet the admission requirements of the Graduate School and the specific program requirements. In addition, applicants must have completed a minimum of 18 hours of professional education courses including the requirements for a valid teaching certificate based on a four-year teacher education program. Applicants who do not meet the requirements for a valid teaching certificate based on a four-year teacher education program will be required to complete the undergraduate courses required for such a certificate. These courses may be completed concurrently with the graduate work, but must be completed before the degree is awarded.

For unconditional admission, academic proficiency must be established through satisfaction of either of the following admission selection criteria:

1. A minimum cumulative undergraduate grade point average of 3.00 (or 3.25 on the last 60 hours) and a score of at least 383 on the Miller Analogies Test (MAT) or a minimum score of 292 on the combined verbal and quantitative sections of the Graduate Record Examination (GRE).
2. A minimum cumulative undergraduate grade point average of 2.75 (or 3.00 on the last 60 hours) and a score of at least 391 on the MAT or a minimum score of 292 on the combined verbal and quantitative sections of the GRE.

For conditional admission, academic proficiency must be established through satisfaction of either of the following admission selection criteria:

1. The total undergraduate GPA is 2.50 AND when the undergraduate GPA is multiplied by the MAT score the total is at least 927.
2. The total undergraduate GPA is 2.50 AND when the undergraduate GPA is multiplied by the GRE score the total is at least 720.

Social Science

Master of Science in Education

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Professional Education Core Courses:	Sem. Hrs.
ELFN 6763, Philosophies of Education OR PSY 6513, Advanced Educational Psychology	3
ELFN 6773, Introduction to Statistics and Research	3
Select one of the following: ELCI 5523, Middle School Curriculum ELCI 6063, Curriculum Management ELCI 6523, Secondary School Curriculum ELFN 6763, Philosophies of Education (<i>if not taken previously</i>) PSY 6513, Advanced Educational Psychology (<i>if not taken previously</i>)	3
Sub-total	9
Program Requirements:	Sem. Hrs.
<i>HIST 6213, The Practice of History is required for candidates who have not previously taken an equivalent course. It is not counted toward the 30 hours required for a degree.</i>	
History Electives	6
Social Science (Political Science, Geography, Sociology, Economics) Electives	6
United States History Electives	6
World History Elective	3
Sub-total	21
Total Required Hours:	30

Graduate Certificate in History

The State of Arkansas requires that secondary education teachers have 18 credit hours to teach concurrent courses in a specific discipline. College instructors must also meet those credit hour requirements. The Graduate Certificate in History will provide the 18 credit hours needed by high school teachers to meet the requirements to teach History concurrent courses and by instructors to meet the requirements to teach History at the college level.

Applicants must have completed a minimum of 18 undergraduate semester hours in History (courses in allied fields may be counted at the discretion of the department) in addition to three semester hours of freshman-level World Civilization and three semester hours of sophomore-level United States History. Applicants for the Graduate Certificate in History will also be evaluated by the department for academic qualification based upon their undergraduate academic records and letters of reference. In addition to meeting the Graduate School's requirements applicants must:

1. Submit two letters of reference from professors familiar with the applicant's work.

Applicants who finished their undergraduate degrees seven or more years prior to applying are urged to contact the department if they are having difficulty getting letters of reference.

There is no foreign language requirement for the Graduate Certificate in History.

History

Certificate

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
<p>Select eighteen hours from the following:</p> <p>HIST 5113, Imperial Russia HIST 5123, Soviet and Post-Communist Russia HIST 5133, History of Ancient China HIST 5143, Rise of Modern China HIST 5213, History of England: 55 B.C. to A.D. 1689 HIST 5223, History of Great Britain: 1688 to 1982 HIST 5243, The Vikings HIST 5263, Early Christianity HIST 5273, History of Mexico HIST 5313, Introduction to Public History HIST 5323, Management of Archives and Manuscripts HIST 5413, Colonial North America HIST 5423, Foundations of the American Republic, 1783-1850 HIST 5453, United States Civil War and Reconstruction HIST 5463, U.S. Gilded Age/Progressive Era HIST 5473, U.S. Southern Women's History HIST 5483, History of Sexuality in America HIST 5513, Museum Collections Management HIST 5553, History of Medicine HIST 5613, Seminar in Global History HIST 5713, Computers in the Social Studies Classroom HIST 5763, Public History Seminar HIST 6003, Introduction to Graduate Study of History HIST 6213, The Practice of History HIST 6253, Graduate Readings Seminar HIST 6263, Graduate Research Seminar HIST 6273, Special Topics in World History HIST 6283, Special Topics in American History HIST 6323, Historic Preservation HIST 6333, Seminar in Arkansas Studies HIST 6343, Historic Preservation Field School HIST 6363, American Architectural History HIST 6403, Studies in African-American History HIST 6413, American Regional History HIST 6433, American Cultural and Social History HIST 6443, American Groups in Conflict HIST 6453, American Period Studies HIST 6513, Theory and Practice of Global History HIST 6523, Africa, Slavery, and World History HIST 6533, Indian Ocean World Since 1100 HIST 6543, History of the Crusades HIST 6553, Black Death in Global Perspective HIST 6613, Studies in Civilization HIST 6623, European History HIST 6633, Eurasian History HIST 6653, Asian History HIST 680V, Independent Study</p>	18
Total Required Hours:	18

College of Media and Communication

The College of Media and Communication offers work leading to a Master of Science in Mass Communications, a Master of Arts in Communication Studies, and an online Master of Science in Media Management.

Students must have a 3.00 GPA in all graduate coursework taken in the College of Media and Communication and have completed 18 hours of course work 1) to qualify to take the Comprehensive Examination and 2) to meet graduation requirements. Students in the online Master of Science in Media Management degree will complete a CAPSTONE course in lieu of taking the Comprehensive Examination.

All general Graduate School requirements listed elsewhere in the bulletin are applicable to this degree program and the specific program requirements must be met.

Program of Study for the Master of Arts in Communication Studies Degree

ADMISSION REQUIREMENTS

Applicants seeking admission to the Master of Arts degree in Communication Studies must submit a sample of writing, which could be a recent term paper or research paper.

With approval of the adviser, a student may complete up to six hours in cognate courses.

Communication Studies

Master of Arts

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
CMAC 6053, Quantitative Research Methods	3
CMAC 6203, Introduction to Graduate Study	3
CMAC 6253, Qualitative Research Methods in Communications	3
SCOM 6103, Communication Theory	3
Communication Studies Electives	18
Sub-total	30
Total Required Hours:	30

Program of Study for the Master of Science in Mass Communications Degree

The Master of Science in Mass Communications offers majors in journalism and in radio-television. Focusing on research and scholarship, the flexible curriculum provides opportunities for students interested in pursuing advancement in mass communications or preparing for doctoral studies and positions in higher education. Some students with limited mass communications background may be required to complete some undergraduate and graduate performance courses as part of their programs of study.

ADMISSION REQUIREMENTS

Admission to the Master of Science in Mass Communications program is based on a variety of evidence, including educational experience and record, professional experience, recommendations, and a written statement of purpose.

Journalism

Master of Science in Mass Communications

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
MCOM 6043, Theory of Mass Communications	3
MCOM 6053, Quantitative Research Methods in Communications	3
MCOM 6203, Introduction to Graduate Study	3
MCOM 6253, Qualitative Research Methods in Communications	3
Sub-total	12
Journalism Requirements:	Sem. Hrs.
Select twelve hours from the following: JOUR 5043, Studies in Newspaper Management JOUR 5053, Public Affairs Reporting JOUR 5083, Sports, Business and Opinion Writing JOUR 5113, Integrated Marketing Communication JOUR 5323, Race, Gender and Media JOUR 5373, Internet Communications JOUR 6013, Specialized Reporting Problems JOUR 6023, Journalism Seminar MCOM 5023, Public Opinion, Propaganda and the Mass Media MCOM 5603, Crisis Communication MCOM 6023, Advanced Studies in Communications Law MCOM 680V, Independent Study	12
Electives:	Sem. Hrs.
Advisor-approved Electives <i>May include six hours of thesis or project credit, courses in the college and/or courses outside the college. The topic of the thesis or project is subject to approval by the student's thesis or project committee. The thesis or project may be a continuation or extension of research begun in a Communications graduate class.</i>	6
Total Required Hours:	30

Radio-Television

Master of Science in Mass Communications

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	
MCOM 6043, Theory of Mass Communications	3
MCOM 6053, Quantitative Research Methods in Communications	3
MCOM 6203, Introduction to Graduate Study	3
MCOM 6253, Qualitative Research Methods in Communications	3
Sub-total	12
Journalism Requirements:	
Select twelve hours from the following: MCOM 5023, Public Opinion, Propaganda and the Mass Media MCOM 6023, Advanced Studies in Communications Law MCOM 680V, Independent Study RTV 5323, News Production and Performance RTV 5333, Trending Topics RTV 5363, Multimedia Storytelling RTV 5373, Internet Communications RTV 5553, Multimedia Reporting RTV 5573, Sportscasting RTV 6023, Advanced Studies in Broadcast Management RTV 6033, The Broadcast Documentary RTV 6073, International Communication Seminar RTV 6223, Broadcasting Seminar	12
Electives:	
Advisor-approved Electives <i>May include six hours of thesis or project credit, courses in the college and/or courses outside the college. The topic of the thesis or project is subject to approval by the student's thesis or project committee. The thesis or project may be a continuation or extension of research begun in a Communications graduate class.</i>	6
Total Required Hours:	30

Program of Study for the Master of Science in Media Management Degree

The Master of Science in Media Management degree exists to enhance one's ability to function and lead in today's ever changing media environment by providing individuals sound management skills and philosophies so they can play a lead role in tomorrow's media with integrity, innovation, excellence and professionalism. Unlike the MSMC degrees, the MSMM degree does not require the individual courses CMAC 6203 Introduction to Graduate Study or CMAC 6253 Qualitative Research Methods as part of one's college core. Instead portions of those courses will be interwoven into other course offerings. This degree prepares students for opportunities in organizational and strategic communication, broadcasting, journalism and new technologies.

ADMISSION REQUIREMENTS

Admission to the Master of Science in Media Management is based on a variety of evidence, including educational experience and record, professional experience, two letters of recommendation (one professional; one educational), and a written statement of purpose.

Moreover, an applicant's undergraduate background must include courses with grades of "C" or higher in some media or media-related field or their equivalents. If the student is deficient, these courses must be taken in addition to the graduate course requirements specified below. Such undergraduate deficiencies must be completed prior to or during the first graduate enrollment period.

Any potential graduate transfer credits must be from another accredited institution. Per Graduate School guidelines, to gain unconditional admission a student must also have a 3.0 GPA for any prior graduate courses or programs. No more than 6 hours of transfer work, if any, will be accepted.

Media Management

Master of Science in Media Management

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
<i>All students are required to document a foundation in media either through professional experience or academic training. Those without such a foundation may be required to complete a series of undergraduate courses.</i>	
CMAC 6053, Quantitative Research Methods in Mass Communication	3
CMAC 6463, Media Management Applications/Capstone	3
JOUR 6253, Audience Marketing Analysis	3
MCOM 6033, Media Regulation, Public Interest & the Law	3
MCOM 6043, Theory of Mass Communication	3
RTV 6023, Advanced Studies in Media Management	3
Select one of the following options: <i>Students may take one of the options listed below totaling twelve (12) hours of credit.</i> Option 1: Mass Media Management (select four of the following): JOUR 5113, Integrated Marketing Communication JOUR 5213, Social Media in Strategic Communication JOUR 6243, Media Account Management MCOM 5603, Crisis Communication MCOM 6423, Media Entrepreneurship SCOM 6413, Organizational and Intercultural Communication Option 2: Public Administration (select four of the following): JOUR 5213, Social Media in Strategic Communication JOUR 6243, Media Account Management POSC 6543, Administrative Behavior POSC 6563, Seminar in Public Administration POSC 6593, Seminar in Human Resource Management POSC 6613, Administrative Leadership POSC 6623, Administrative Ethics POSC 6633, Public Information Management Option 3: Social Media (select four of the following): JOUR 5113, Integrated Marketing Communication JOUR 5213, Social Media in Strategic Communication JOUR 6243, Media Account Management SCOM 5463, Interactive Advertising SCOM 5473, Social Media Measurement	12
Sub-total	30
Total Required Hours:	30

Certificate in Health Communication

The health care industry continues to grow in structure, size, and complexity with the advent of new technologies and the demands of an aging population. According to the U.S. Census Bureau's website, the nation's population will increase by 18 percent between 2000 and 2020. Thus, an additional 50 million people will need to have their health care needs met. Moreover, by 2020, persons 85 years and older will represent the fastest growing segment of the population. They will be major users of health care facilities and services.

Communication training for health care providers and consumers can help prepare individuals to effectively meet the communicative demands of health care practice. Specially, consumers must be able to communicate effectively with their health care providers to achieve their goals and providers must be able to communicate effectively with clients and co-workers to competently perform their duties. Moreover, the role of media and health information dissemination is an important variable in informing consumers about health related matters which may affect how they communicate with health care providers.

The courses selected for the certificate in health communication are chosen for their applicability for individuals working in the health care industry and for consumers who wish to understand the role of communication in health care processes and outcomes.

Health Communication

Certificate

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Core Requirements:	Sem. Hrs.
NURS 6483, Ethics in Health Care	3
SCOM 5402, Seminar in Health Communication	3
SCOM 5243, Interpersonal Communication OR SCOM 6243, Seminar in Interpersonal Communication	3
SCOM 5253, Intercultural Communication	3
Sub-total	12
Electives:	Sem. Hrs.
Select six hours from the following: COUN 6423, Psychological Aspects of Aging ELSE 6023, Characteristics of Individuals with Disabilities HP 5453, Health Care Administration HP 6023, Health Policy and Economic Issues HP 6113, US Health Care OR NURS 6833, American Health Care System MCOM 5603, Crisis Communication OR SCOM 5263, Organizational Communication MGMT 6003, Organizational Behavior in Health Care Organizations MGMT 6013, Human Resource Management for Health Care Organizations NHP 5103, Patient Education NURS 6303, Health Care Issues and Policy SCOM 6303, Seminar in Strategic Communications	6
Total Required Hours:	18

College of Nursing and Health Professions

The College of Nursing and Health Professions offers a number of graduate level programs: the Graduate Certificate in Aging Studies, the Graduate Certificate in Health Sciences Education, the Graduate Certificate in Healthcare Emergency Management, the Graduate Certificate in Healthcare Management, the Graduate Certificate in Addiction Studies, the Master of Communication Disorders (M.C.D.), the Doctor of Physical Therapy (D.P.T.), the Doctor of Occupational Therapy (OTD), the Master of Science in Health Sciences (M.S.H.S.), the Master of Science in Nursing (M.S.N.), the Master of Science in Nursing in Nurse Anesthesia (M.S.N.) the Master of Science in Disaster Preparedness and Emergency Management (M.S.), the Master of Social Work (M.S.W.) and the Doctorate of Nursing Practice (D.N.P.).

Program of Study for the Doctor of Physical Therapy

The Doctor of Physical Therapy (DPT) is the preferred degree by the Commission on Accreditation in Physical Therapy Education (CAPTE) and the American Physical Therapy Association's (APTA) and it reflects the current level of study that is required to meet the latest standards for physical therapy education.

ADMISSION REQUIREMENTS

Admissions requirements include an earned bachelor's degree in a related field, acceptance to AState, Graduate School and satisfactory completion of pre-requisite courses. Completing admission requirements does not ensure acceptance into the DPT program as students are admitted on a competitive space-available basis.

APPLICATION DEADLINES

Application deadline is February 1st each year. Students may acquire detailed information about the application process and pre-requisite courses by contacting the Department of Physical Therapy at 870-972-3591 or visiting the department's website at <http://www.astate.edu/conhp/pt>.

THE D.P.T. DEGREE AND PHYSICAL THERAPY LICENSURE

The D.P.T. is the entry-level degree for the practice of physical therapy. The curriculum associated with the degree prepares graduates for physical therapy practice while paying particular to the health and rehabilitation concerns of residents of the Delta region. Licensure to practice physical therapy is granted by the individual states and issued on scores obtained on the National Licensing Examination administered by the Federation of State Boards of Physical Therapy. Graduation from an accredited educational program is a prerequisite to sit for the licensing exam. The DPT program at ASU is accredited by the Commission on Accreditation of Physical Therapy Education.

COURSE REQUIREMENTS

The DPT consists of 108 semester credit. The courses are a mixture of didactic and clinical learning experiences including several sections of extended weeks of full time clinical education. The sequence of courses appears below.

ADDITIONAL REQUIREMENTS

All students in the Graduate Program in Physical Therapy at AState must pass a comprehensive examination in the Spring of Year 3 prior to graduation.

Physical Therapy

Doctor of Physical Therapy

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	
Fall, Year 1	Sem. Hrs.
PT 7116, Gross Anatomy	6
PT 7213, Movement Science	3
PT 7224, Neuroscience	4
PT 7534, Clinical Procedures: Introductory Test, Measures, Interventions	4
PT 7511, Professional Issues I: Introduction to PT Practice	1
Sub-total	18
Spring, Year 1	Sem. Hrs.
PT 7123, Intro to Research and Evidence Based Practice	3
PT 7231, Imaging for Physical Therapist	3
PT 7313, Human Physiology	1
PT 7421, Fundamentals of Patient Care	1
PT 7724, Integumentary and Physical Agents	5
PT 8245, Musculoskeletal I	4
Sub-total	17
Summer, Year 1	Sem. Hrs.
PT 7733, Clinical Education I	3
PT 7753, Clinical Exercise Physiology	3
Sub-total	6
Fall, Year 2	Sem. Hrs.
PT 7141, Research I	2
PT 7251, Pharmacology for the Physical Therapists	1
PT 7413, Pathophysiology & Differential Diagnosis	3
PT 7444, Cardiopulmonary	1
PT 7612, Methods of Instruction & Consultation	3
PT 8143, Neuromuscular I	4
PT 8272, Professional Issues in PT II	2
Sub-total	16
Spring, Year 2	Sem. Hrs.
PT 7252, Psychosocial Issues	1
PT 7832, Healthy Ager Interprofessional Education	3
PT 8151, Research II	4
PT 8255, Musculoskeletal II	2
PT 8653, Neuromuscular II	5
PT 8754, Neuromuscular III	2
Sub-total	17
Summer, Year 2	Sem. Hrs.
PT 8163, Clinical Education II	3
PT 8263, Clinical Education III	3
Sub-total	6

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

Physical Therapy (cont.)

Doctor of Physical Therapy

Fall, Year 3	Sem. Hrs.
PT 7343, Administration	3
PT 818V, Independent Study & Culminating Experience	1
PT 8571, Research III	1
PT 8573, Special Topics in Physical Therapy	3
PT 8674, Musculoskeletal III	4
PT 8774, Neuromuscular IV	4
PT 8872, Clinical Decision Making	2
Sub-total	18
Spring, Year 3	Sem. Hrs.
PT 8585, Clinical Education IV	5
PT 8685, Clinical Education V	5
Sub-total	10
Total Required Hours:	108

Program of Study for the Transitional Doctor of Physical Therapy

The transitional Doctor of Physical Therapy degree (tDPT) provides a program of study that bridges the educational gap between bachelors and masters degree entry-level practitioners in physical therapy and Doctor of Physical Therapy entry-level graduates. The Doctor of Physical Therapy (DPT) is the preferred degree by the Commission on Accreditation in Physical Therapy Education (CAPTE) and the American Physical Therapy Association's (APTA) and it reflects the current level of study that is required to meet the latest standards for physical therapy education. The tDPT program is designed specifically for practicing physical therapy professionals who earned their entry level professional degree at the masters or bachelor degree level. The primary purpose of AState's tDPT program is to serve our Physical Therapy alumni interested in attaining the doctor of physical therapy degree. Masters and bachelors level physical therapists from other programs may also apply for admission.

ADMISSION REQUIREMENTS

Earned Master of Physical Therapy degree; currently licensed and practicing as a physical therapist; physical therapy license history must not include licensure revocations or other disciplinary sanctions. Applicants with earned Bachelor of Physical Therapy degree will be considered for admission but additional clinical experience and/or graduate coursework will be required for tDPT graduation.

APPLICATION DEADLINES

Application deadline is May 1. Students may acquire detailed information about the application process by contacting the Department of Physical Therapy at 870-972-3591 or by visiting the department's website at <http://www.astate.edu/conhp/pt>.

THE D.P.T. DEGREE AND PHYSICAL THERAPY LICENSURE

Licensure to practice physical therapy is granted by the individual states and issued on scores obtained on the National Licensing Examination administered by the Federation of State Boards of Physical Therapy. Graduation from an accredited physical therapist educational program with a doctorate, master's or bachelor's degree is a prerequisite to sit for the licensing exam. Students enrolled in the tDPT program are expected to hold and maintain an active physical therapy license in good standing and to continue to practice throughout the course of the program.

COURSE REQUIREMENTS

The tDPT consists of 28 semester credits for students with an earned Master of Physical Therapy degree. Additional semester credits are required for students who earned the Bachelor of Physical Therapy degree. The courses are a mixture of didactic and clinically applied learning experiences. The descriptions of required courses appear below.

Physical Therapy

Transitional Doctor of Physical Therapy

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	
tDPT students enroll in two sections of PT 8573, for a total of six credits.	
tDPT students enroll in three sections of PT 818V, for a total of three credits.	
Fall, Year 1	Sem. Hrs.
PT 7512, Professional Issues I	2
PT 7612, Methods of Instruction and Consultation	2
Sub-total	4
Spring, Year 1	Sem. Hrs.
PT 7123, Introduction to Research and Evidence Based Practice	3
Summer, Year 1	Sem. Hrs.
PT 7413 Pathophysiology and Differential Diagnosis	3
Fall, Year 2	Sem. Hrs.
PT 8573, Special Topics in Physical Therapy	3
Spring, Year 2	Sem. Hrs.
PT 7252, Psychosocial Issues in Physical Therapy	2
Summer, Year 2	Sem. Hrs.
PT 7323, Imaging and Pharmacology	3
Fall, Year 3	Sem. Hrs.
PT 8872, Clinical Decision Making	2
PT 8573, Special Topics in Physical Therapy	3
Sub-total	5
Spring, Year 3	Sem. Hrs.
PT 818V, Independent Study and Cumulating Experience	3
Total Required Hours:	26

Program of Study for the Doctor of Occupational Therapy

The entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Preaccreditation Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. The program must complete an on-site evaluation and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. Occupational Therapy Doctorate students must complete all fieldwork requirements within 24 months following completion of the didactic portion of the program.

MISSION

The mission of the Occupation Therapy Doctorate program is to provide quality education that creates leaders who possess the knowledge and skills to advocate for and implement occupational therapy services that improve the health, well-being and quality of life of those served in the Mississippi delta and surrounding regions.

VISION

We envision the graduates of our program making significant positive contributions to the health and well-being of those served in the delta region and beyond. Our graduates will utilize leadership skills and evidence-based practice to influence positive change and to provide others with knowledge about the field of occupational therapy.

Students who have successfully completed the OTD Program at Arkansas State University will have met the following learning objectives:

1. The student will utilize acquired core knowledge in arts and science as well as professional knowledge in occupational therapy to meet the needs of the individual and population with diverse models of care today and into the future.
2. The student will integrate core knowledge with evidenced-based practices to create and provide occupation-based interventions for individuals and populations experiencing health and wellness needs.
3. The student will demonstrate leadership skills through occupation-based program development and effective service delivery for the population and/or system of interest.
4. The student will demonstrate leadership through the scholarly use of inductive and deductive reasoning to analyze and critique occupation-based clinical questions with valid methods and to articulate the study findings to clients, colleagues and third-party payers.
5. The student will demonstrate leadership through advocacy for the delivery of emerging occupational therapy practices for clients and populations with health disparities.

Arkansas State University is committed to uphold the highest standards of professionalism, education, and ethics. The Occupational Therapy Department will follow all requirements set forth by the Accreditation Council for Occupational Therapy Education (ACOTE) and the American Occupational Therapy Association (AOTA).

ADMISSIONS REQUIREMENTS

Admission information and deadlines regarding the Doctor of Occupational Therapy program can be found at <http://www.astate.edu/college/conhp/degrees/>.

Occupational Therapy

Doctor of Occupational Therapy

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	
Fall, Year 1	Sem. Hrs.
OTD 5012, History of Occupational Science	2
OTD 5023, Pathology and Disease	3
OTD 5043, Technology and Skills Training	3
OTD 5092, Research I: Research in Occupational Science	2
OTD 7113, Gross Anatomy	3
OTD 7213, Movement Science	3
Sub-total	16
Spring, Year 1	Sem. Hrs.
OTD 5074, Practice I: Pediatrics	4
OTD 5142, Research II: Descriptive Research	2
OTD 5183, Fundamentals of Occupational Therapy I	3
OTD 5201, Fieldwork: Pediatrics	1
OTD 7224, Neuroscience	4
Cognate Elective	3
Sub-total	17
Summer, Year 1	Sem. Hrs.
OTD 5173, Practice II: Adolescence and Adulthood	3
OTD 5283, Fundamentals of Occupational Therapy II	3
OTD 6182, Research III: Experimental Research	2
Sub-total	8
Fall, Year 2	Sem. Hrs.
OTD 5151, Level I Fieldwork: Psychosocial	1
OTD 6164, Practice III: Aging Adults	4
OTD 6183, Fundamentals of Occupational Therapy III	3
OTD 6191, Level I Fieldwork: Aging Adults	1
OTD 6222, Research IV: Qualitative Research	2
Cognate Elective	3
Sub-total	14
Spring, Year 2	Sem. Hrs.
OTD 6103, Practice IV: Psychosocial	3
OTD 6231, Level I Fieldwork: Interprofessional Practice	1
OTD 6243, Professional Practice Seminar	3
OTD 6283, Fundamentals of Occupational Therapy IV	3
Cognate Elective	3
Sub-total	13

Occupational Therapy (cont.)

Doctor of Occupational Therapy

Summer, Year 2	Sem. Hrs.
OTD 625V, Level II Fieldwork	12
Fall, Year 3	Sem. Hrs.
OTD 720V, Level II Fieldwork	12
Spring, Year 3	Sem. Hrs.
OTD 7222, Research V: Scholarship of Application	3
OTD 7223, Practice V: Population Health	2
OTD 7232, Advocacy and Leadership	2
OTD 7242, Development & Assessment	2
OTD 7252, Health Care Delivery Systems	2
Cognate Elective	3
Sub-total	14
Summer, Year 3	Sem. Hrs.
OTD 726V, Level III Fieldwork: Doctoral Rotation	12
OTD 7272, Capstone	2
Sub-total	14
Total Required Hours:	120

Graduate Certificate in Healthcare Emergency Management

PROGRAM DESCRIPTION

The Graduate Certificate in Healthcare Emergency Management is an interdisciplinary program that begins the preparation for professionals to engage in disaster preparedness, mitigation, planning, response and recovery. The program requires 18 hours of graduate-level courses related to disaster health. Hours completed in the certificate program may be applied toward the MSDPEM degree. Students may transition from the certificate program to the MSDPEM program with permission of the graduate faculty.

ADMISSION REQUIREMENT

Students interested in pursuing a Graduate Certificate in Healthcare Emergency Management must have a bachelor's degree in any discipline. Applicants must meet the admission requirements of the Graduate School, <http://www.astate.edu/info/admissions/graduate>. Send completed graduate application form, required application fee, and official transcripts of all undergraduate and graduate course work to the Graduate School. Students wishing to complete the certificate must meet the same prerequisites (listed below) as for the MS degree in Disaster Preparedness and Emergency Management.

Students must schedule a personal interview with a MSDPEM adviser. Venues for the interview can be face-to-face, telephone or electronic. During this interview, the adviser will outline in detail the requirements of the certificate program. The adviser and the student will analyze the appropriateness of the certificate consistent with the student's goals and career objectives, the certificate requirements and the student's academic progress to date. Admission to the certificate program is conditional upon completion of prerequisite course(s) required, and acceptance by the Center for Domestic Preparedness into the courses offered by the Center for Domestic Preparedness (Anniston, AL). The Center for Domestic Preparedness has the authority to review applications to ensure eligibility requirements are met for clinical placement prior to program entry, <https://cdp.dhs.gov/>.

PREREQUISITES

The United States Government has instituted a National Incident Management System to standardize the countries response to disasters and other emergencies. The Incident Command System (ICS) describes the chain-of-command and organizational structure of managing emergencies. Completion of courses in ICS is required by employers and is necessary to receive reimbursement from the Federal Government when a federal declaration of a disaster has been obtained. Courses in the graduate certificate and MSDPEM build on this foundational knowledge. Therefore, students wishing to be admitted to the MSDPEM degree must have completed these four courses prior to admission. They are offered free of charge, on-line, from the Federal Emergency Management Institute: <http://www.training.fema.gov/IS/NIMS.asp>.

The required prerequisite ICS courses include:

- Introduction to Incident Command System (ICS – 100) There are several discipline specific ICS-100 courses. Students need only complete one and should choose the one most relative to their career goals.
- Incident Command System (ICS – 200) for Single Resources and Initial Action Incidents
- Incident Command System (ICS – 700) Introduction to the National Incident Management System
- Incident Command System (ICS – 800) Introduction to the National Response Framework

In addition to the Incident Command System prerequisites, students must have current Core and Basic Disaster Life Support certifications. Information regarding these certifications can be obtained from the Regional Center for Disaster Life Support in the College of Nursing and Health Professions, American Medical Association or the National Disaster Life Support Foundation.

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

Healthcare Emergency Management

Graduate Certificate

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Course Requirements:	Sem. Hrs.
DPEM 5613, Radiological Emergencies	3
DPEM 6223, Epidemiology of Disasters	3
DPEM 6253, Multi-Agency Response in Disaster Preparedness and Emergency Management	3
DPEM 6273, Vulnerable Populations in Disasters	3
DPEM 6543, Pandemic Planning	3
DPEM 6553, Leading Hospital Response to Mass Casualties	3
Sub-total	18
Total Required Hours:	18

Program of Study for the Master of Science in Disaster Preparedness and Emergency Management Degree

Offered through ASTATE Online Learning Services

PROGRAM DESCRIPTION

The Master of Science degree in Disaster Preparedness & Emergency Management (DPEM) is an interdisciplinary degree program that prepares professionals to effectively meet the demands of disaster preparedness, mitigation, planning, response and recovery. The program requires 36 hours of graduate-level courses that include a variety of teaching methodologies and activities. All courses completed for the Graduate Certificate in Disaster Health apply to the MSDPEM. Some courses include student experiences at the Center for Domestic Preparedness in Anniston, AL. The degree culminates in an internship, research project or thesis.

ADMISSION REQUIREMENTS

Students interested in pursuing a Master of Science in Disaster Preparedness & Emergency Management degree must have a Bachelor's degree in any discipline. Applicants must meet the admission requirements of the Graduate School. To apply, obtain an application form from the Graduate School. They should send completed application form, required application fee, and official transcripts of all undergraduate and graduate course work to the Graduate School. Applicants must schedule a personal interview with a MSDPEM adviser. Venues for the interview can be face-to-face, telephone or electronic. During this interview, the adviser will outline in detail the requirements of the MSDPEM program. The adviser and the student will analyze the appropriateness of the degree consistent with the student's goals and career objectives, the degree's requirements and the student's academic progress to date. Admission to this degree program is conditional upon completion of prerequisite course(s) required and acceptance by clinical agencies for practicum experiences. Admission to the MSDPEM program is conditional upon completion of prerequisite course(s) required, and acceptance by the Center for Domestic Preparedness into the courses offered by the Center for Domestic Preparedness (Anniston, AL). The Center for Domestic Preparedness has the authority to review applications to ensure eligibility requirements are met for clinical placement prior to program entry, <https://cdp.dhs.gov/>.

Students pursuing an undergraduate degree at Arkansas State University may be eligible to apply for admission as an undergraduate to the accelerated masters program. Up to 12 hours of the following courses may be accepted in advance by a DPEM advisor. No more than nine hours may be accepted from the courses with an asterisk:

- DPEM 6133 Ethics and Legal Considerations in DPEM
- DPEM 6643 Practicum Experience
- *DPEM 5613 Radiological Emergencies
- *DPEM 6253 Multi-Agency Response in DPEM
- *DPEM 6543 Pandemic Planning
- *DPEM 6213 Informatics in DPEM
- *DPEM 6553 Leading Hospital Response to Mass Casualties

PREREQUISITES

The United States Government has instituted a National Incident Management System to standardize the country's response to disasters and other emergencies. The Incident Command System (ICS) describes the chain-of-command and organizational structure of managing emergencies. Completion of courses in ICS is required by employers and is necessary to receive reimbursement from the Federal Government when a federal declaration of a disaster has been obtained. Courses in the graduate program build on this foundational knowledge. Therefore, students wishing to be admitted to the MSDPEM degree must have completed these four courses prior to admission. They are offered

free of charge, on-line, from the Federal Emergency Management Institute: <http://www.training.fema.gov/IS/NIMS.asp>.

The required prerequisite ICS courses include:

- Introduction to Incident Command System (ICS – 100) There are several discipline specific ICS-100 courses. Students need only complete one and should choose the one most relative to their career goals.
- Incident Command System (ICS – 200) for Single Resources and Initial Action Incidents
- Incident Command System (ICS – 700) Introduction to the National Incident Management System
- Incident Command System (ICS – 800) Introduction to the National Response Framework

In addition to the Incident Command System prerequisites, students must have current Core and Basic Disaster Life Support certifications. Information regarding these certifications can be obtained from the Regional Center for Disaster Life Support in the College of Nursing and Health Professions, American Medical Association or the National Disaster Life Support Foundation.

6 MODULES

The MSDPEM program is designed by 6 modules. Each module will contain 2 courses and students can enter the program in any module. The Internship, Thesis or Project will be completed in Module VI regardless of the module in which they entered the program. Module VI will be taken after the student completes the other 5 modules, regardless of the order in which they were taken. Each module will be 7 weeks duration. Four to five modules/calendar year will be offered. Should a student choose to take only one course of a module, they can take the remaining course the next time that module is offered.

Module I – Theoretical Framework for Disaster Preparedness and Emergency Management Core Course(s)

DPEM6113 Theory Development in Disaster Preparedness and Emergency Management
Emphasis Course 3 hours or Practicum Courses 1-3 hours

Module II – Communication in Disaster Preparedness and Emergency Management Core Course(s)

DPEM6153 Crisis Communication in Disaster Preparedness and Emergency Management
Emphasis Course or Practicum Courses 1-3 hours

Module III – Research Topics in Disaster Preparedness and Emergency Management Core Course(s)

DPEM 6123 Research Design and Methodologies in Disaster Preparedness and
Emergency Management

Emphasis Course 3 hours or Practicum Courses 1-3 hours

May take Internship, Project or Thesis hours after completing this module

Module IV – Humanitarian Perspectives in Disaster Preparedness and Emergency Management Core Course(s)

DPEM 6143 Global Perspectives on Disaster Preparedness and Emergency Management
DPEM 6133 Ethics and Legal Considerations in Disaster Preparedness and Emergency
Management

Module V – Collaboration in Disaster Preparedness & Emergency Management Emphasis Courses (Choose 2)

DPEM 6103 Health Care Issues and Policies Related to Disaster Preparedness and
Emergency Management

Emphasis course 3 hours or Practicum Courses 1-3 hours

Module VI – Internship, Research Project or Thesis

DPEM 665V or DPEM 667V or DPEM 668V 1-6 hours

Disaster Preparedness and Emergency Management

Master of Science

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
DPEM 6103, Health Care Issues and Policies Related to Disaster Preparedness and Emergency Management	3
DPEM 6113, Theory Development in Disaster Preparedness and Emergency Management	3
DPEM 6123, Research Design and Methodologies in Disaster Preparedness and Emergency Management	3
DPEM 6133, Ethics and Legal Considerations in Disaster Preparedness and Emergency Management	3
DPEM 6143, Global Perspectives in Disaster Preparedness and Emergency Management	3
DPEM 6153, Crisis Communication in Disaster Preparedness and Emergency Management	3
Select one of the following: DPEM 665V, Final Project Internship in DPEM DPEM 667V, Final Project Research in DPEM DPEM 668V, Final Project Thesis in DPEM	6
Sub-total	24
Emphasis Requirements:	Sem. Hrs.
Select nine hours from the following: DPEM 5513, Incident Command System (ICS) Instructor Course DPEM 5523, Law Enforcement Protection Instructor Course DPEM 5533, All Hazards Awareness Instructor Course DPEM 5543, Teaching Emergency Response DPEM 5613, Radiological Emergencies DPEM 6213, Informatics in Disaster Preparedness and Emergency Management DPEM 6223, Epidemiology of Disasters DPEM 6253, Multi-Agency Response in Disaster Preparedness and Emergency Management DPEM 6263, Geographical Information Systems in Disaster Preparedness and Emergency Management DPEM 6273, Vulnerable Populations in Disasters DPEM 6543, Pandemic Planning DPEM 6553, Leading Hospital Response to Mass Casualties DPEM 6563, Leading Hospital Response to Mass Casualties Instructor Course DPEM 6573, Complex Radiological Emergencies	9
Practicum (select three hours from the following): DPEM 661V, Seminar Topics in Disaster Preparedness and Emergency Management DPEM 662V, Research Assistant DPEM 6631, Disaster Preparedness and/or Emergency Management Conference Presentation DPEM 6643, Practicum Experience	3
Sub-total	12
Total Required Hours:	36

Program of Study for the Master of Science in Health Sciences Degree

The Master of Science in Health Sciences is a generic degree that allows prospective students who are members of the healthcare workforce to advance their education. This is necessary to assure that leadership and educational positions such as lab managers, health systems analysts, college professors, department heads, etc. are filled by individuals with the requisite skills and knowledge for those positions. Graduates of this program will have a foundation in understanding the health care delivery system and in research and management principles to function in those roles. The healthcare workforce will be enhanced with a more sophisticated professional and in a complex medical marketplace, this is necessary. Students are increasingly seeking advanced degrees to make an investment for the future. Graduates are employed in both the public and private sectors.

ADMISSION REQUIREMENTS

Applicants must meet the admission requirements of the Graduate School. To apply, obtain an application form from the Graduate School. Send completed application form, required application fee, and official transcripts of all undergraduate and graduate course work to the Graduate School.

COURSE REQUIREMENTS

The Master of Science in Health Sciences degree consists of a minimum core of 21 semester hours beyond the Bachelor's degree and a 21 semester hour graduate certificate option (Health Sciences Education or Health Care Management) or 18 semester hour graduate certificate option plus 3 approved elective hours appropriate to the discipline (Addiction Studies) or 15 semester hour graduate certificate options plus 6 approved elective hours appropriate to the discipline (Aging Studies).

Health Sciences

Master of Science

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
HP 6023, Health Policy and Economic Issues	3
HP 6033, Data Analysis in Health Professions	3
HP 6113, U.S. Health Care	3
NURS 6103, Research Design and Methodology	3
NURS 6843, Ethics of Health Care	3
Approved electives	0-6
Sub-total	15-21
Internship/Thesis:	Sem. Hrs.
Internship/Thesis (select one of the following): HP 660V, Internship HP 670V, Thesis	6
Graduate Certificate:	Sem. Hrs.
Graduate Certificate	15-21
Total Required Hours:	42

Program of Study for the Master of Communication Disorders Degree

The Master of Communication Disorders degree program is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA). This accreditation means that the master's degree program has met or exceeded the rigorous standards set by the CAA. The CAA will continuously monitor the program to ensure that these standards are maintained.

ADMISSION REQUIREMENTS

To be considered for admission to the M.C.D. degree program, applicants must meet the admission requirements of the Graduate School and the specific program requirements. However, meeting minimum requirements for admission to graduate study does not necessarily ensure acceptance into the M.C.D. program. The Communication Disorders (CD) program admits students on a competitive, space-available basis.

In order to complete the application process for the Communication Disorders program, the applicant must submit the following:

1. Submit a letter that requests acceptance into the program and states your goals and interests.
2. Arrange for completion and submission of three Graduate Readiness Rating forms by persons qualified to speak with authority of your professional abilities and personal characteristics. Narrative letters of recommendation will not be considered unless attached to the completed, required form. The form is available on the Communication Disorders website at: <http://www.astate.edu/common/degrees/mcd-communication-disorders/files/Graduate%20Readiness%20Rating%202014-2015.pdf>.
3. Submit an official transcript from each institution that you have attended. To be considered, applicants must possess an overall GPA of 3.00 or higher or a GPA of 3.25 (on a 4.00 scale) for the last 60 hours of undergraduate work.
4. Submit score for all subtests of the Graduate Record Examination (GRE).
5. Submit a current resume.

All materials listed above, as well as materials required for admission by the Graduate School, must be mailed to:

AState Graduate Admissions (Office of Admissions, Records and Registration)
P.O. Box 1570
State University, AR 72467-0060

Applications for admission will be considered by the Communication Disorders Admissions and Credits Committee in the weeks following the application deadline.

To be eligible for consideration all applicants must have a complete application file and must meet the admission requirements of the Graduate School.

Applicants With Undergraduate Degrees in Majors Other Than Speech-Language Pathology. Applicants with undergraduate degrees in an area other than communication disorders will be considered for admission only after having completed a minimum of 15 semester hours of the 38 credit hours of undergraduate deficiencies specified by the CD program. Applicants must identify the specific year for which they are applying. Such applicants will be considered for admission only after indicating in writing that they understand admission for the targeted year is contingent on their provision of evidence (in the form of official grade slips or an official transcript) of having successfully completed all but one of the core specified deficiency courses. Such evidence must be received prior to the first day of classes for the targeted year. In the event documentation is not provided by that time, the admission decision will be considered null and void. The applicant may, however, re-apply for admission for a subsequent year.

DEADLINE FOR RECEIVING APPLICATIONS

The graduate admission period is the first term of summer school annually, and applications for that admission period are due by February 15 each year.

THE M.C.D. DEGREE

The Master of Communication Disorders degree is offered for the purpose of educating individuals to a high level of competence in the management of speech, hearing, and language disorders. This program provides graduates with the necessary academic and clinical practice requirements for ASHA's Certificate of Clinical Competence (CCC-SLP), licensure to practice speech-language pathology in the State of Arkansas, and the Speech Pathology Certificate issued by the Arkansas Department of Education. Programs will be individually designed to prepare initial entry candidates as well as those with prior training and experience.

COURSE REQUIREMENTS

The Master of Communication Disorders degree consists of a minimum of 49 semester hours beyond the Bachelor's degree including credit for clinical practice. Clinical practice consists of supervised, direct clinical experience approved and supervised by the faculty and licensed clinical supervisors. Each candidate and the adviser will plan and design a program of study to ensure that professional requirements will be met. Deficiencies in undergraduate preparation may be assigned as prerequisites. The successful student is expected to have demonstrated expertise and in-depth knowledge of the normal communication processes, development, and disorders thereof; evaluation procedures to assess the bases of such disorders; and clinical techniques that have been shown to improve or eradicate them. In addition, competency must be demonstrated in the related areas of human anatomy and physiology, psychological dynamics, and research.

ADDITIONAL REQUIREMENTS

All candidates for the M.C.D. degree must take the appropriate PRAXIS II Examination required for licensure in Arkansas and for the Certificate of Clinical Competence (CCC). A copy of the scores must be sent to the Communication Disorders Program Director, College of Nursing and Health Professions, Arkansas State University, P.O. Box 910, State University, AR 72467-0910.

Communication Disorders

Master of Communication Disorders

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
Students who select the thesis option may substitute six semester hours of Thesis for CD 6513, Advanced Aural Rehabilitation and CD 6653, Contemporary Issues and Practices in Communication Disorders.	
CD 5751, Clinical Practice I	1
CD 6001, Instrumentation in CD	1
CD 6053, Research in Communication Disorders	3
CD 6153, Voice Disorders	3
CD 6243, Motor Speech Disorders	3
CD 6303, Augmentative and Alternative Communication	3
CD 6353, Language Intervention for At-Risk Infants and Toddlers	3
CD 6363, Language and Learning Disorders	3
CD 6503, Intervention in Communication Disorders	3
CD 6513, Advanced Aural Rehabilitation	3
CD 6603, Diagnosis in Communication Disorders	3
CD 6653, Contemporary Issues and Practices in Communication Disorders	3
CD 6713, Swallowing Disorders	3
CD 6743, Neurogenic Language and Associated Cognitive Disorders	3
CD 6761, Clinical Practice II	1
CD 677V, Clinical Practice III	3
CD 6787, Clinical Practice IV	7
Sub-total	49
Total Required Hours:	49

Program of Study for the Master of Social Work Degree

The MSW program at Arkansas State University-Jonesboro was granted initial accreditation by CSWE in October 2011. This accreditation includes the academic years 2008-2009 to October 2015.

The MSW offers one concentration which is rural based clinical social work practice. Students learn the fundamental knowledge, skills, values and ethics that guide social work practice and the populations traditionally served by the profession. Students are prepared to acknowledge and utilize the less formal social exchanges between people and systems that exist in rural communities. Students learn how to identify and develop resources, and how to use natural helping networks. Students are expected to employ a broad range of approaches, theories and models in their practice and to develop skills that enable them to perform multiple roles in the helping process. Additionally, students learn the importance of examining issues related to diversity and social work values and ethics; as well as how to identify, prevent and interrupt social and economic injustice, and the importance of community empowerment.

ADMISSION REQUIREMENTS

Students seeking admission to the MSW program must possess a bachelor's degree from a regionally accredited college or university. There are two program options. The requirements for each program follow.

1. Standard Program: This option is available to applicants who received their bachelor's degree in any discipline or who graduated from a CSWE accredited BSW program more than six years ago and any other student who does not meet requirements for the Advanced Program. For admission to the Standard Program, students must have a cumulative grade point average of 3.0 or better on a 4.0 scale for the last 60 hours of undergraduate degree work. If the applicant has a master's degree from an accredited institution, his or her graduate GPA may be considered. Under exceptional circumstances, applicants with a GPA of less than 3.0 may be considered for Conditional Admission Status to the Standard Program. Any student granted Conditional Admission Status will be advanced to Unconditional Admission Status at such time as the student completes 12 graduate semester hours, has a minimum 3.00 GPA on these 12 hours, with no more than one course in the 12 hours with a grade of "C", and meets unconditional or program admission requirements. All students admitted to the Standard Program must successfully complete the Foundation Curriculum and the Concentration Curriculum.

2. Advanced Program: Available only to applicants who graduated from a CSWE accredited BSW program within six years of the application date. Persons admitted to the Advanced Program complete only the Concentration Curriculum. For admission to the Advanced Program, students must have a 3.2 or better on a 4.0 scale in the last 60 credit hours of the BSW degree. There is no conditional admission to the Advanced Program.

APPLICATIONS DEADLINES

Deadlines for applying to the Advanced and Standard Programs will be posted on the MSW website. The admission period for the Advanced Program will be the first summer term of that year. The admission period for the Standard Program will be for the fall term of that year.

APPLICATION REQUIREMENTS

1. Graduate School Application.
2. A bachelor's degree from a regionally accredited college or university (official transcripts must be provided).
3. Three completed Department of Social Work Graduate Admission Applicant Reference Forms from individuals who can objectively assess the student's potential for graduate work (i.e., Field Supervisor, Field Liaison, Faculty, Co-worker, Other Professional).

4. For persons seeking admission into the Standard Program the following prerequisites must be completed with a grade of "C" or better prior to applying: American Government, Human Biology, Introduction to Psychology, Introduction to Sociology, Social Statistics and Introduction to Social Work (undergraduate or graduate).
5. Computer literacy demonstrated through prior course work (Web-based classes or Computer Class).
6. A Personal and Professional Orientation statement (See the MSW website application information for details).
7. Current resume.

COURSE REQUIREMENTS

Minimum hours required for each program:

- 33 graduate course hours is required for the Advanced Program (Concentration Curriculum only)
- 60 graduate course hours is required for the Standard Program (Foundation Curriculum and Concentration Curriculum)

Social Work

Master of Social Work

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Foundation Curriculum:	Sem. Hrs.
SW 5003, Human Behavior and the Social Environment I	3
SW 5023, Foundations of Social Work Practice I	3
SW 5043, Foundations of Social Work Practice II	3
SW 5053, Social Welfare Policy and Services	3
SW 5063, Social Justice and Diversity	3
SW 5333, Human Behavior and the Social Environment II	3
SW 5803, Full-time Foundation Field I	3
SW 5813, Full-time Foundation Field II	3
Social Work Elective	3
Sub-total	27
Concentration Curriculum:	Sem. Hrs.
SW 6003, Psychopathology for Social Workers	3
SW 6013, Social Work Ethics	3
SW 6023, Social Work Evaluation and Research	3
SW 6033, Clinical Practice with Individual	3
SW 6043, Clinical Practice with Families	3
SW 6053, Clinical Practice with Groups	3
SW 6063, Social Work Policy Analysis	3
SW 6073, Integrative Research Project	3
Select one of the following options: Option 1: SW 6803, Full-time Advanced Field I SW 6813, Full-time Advanced Field II Option 2: SW 681V, Part-time Advanced Field I SW 682V, Part-time Advanced Field II SW 683V, Part-time Advanced Field III SW 684V, Part-time Advanced Field IV	6
Social Work Elective	3
Sub-total	33
Total Required Hours:	60

Program of Study for the Doctor of Nursing Practice Degree

Offered through ASTATE Online Learning Services

The Doctor of Nursing Practice (DNP) is offered as a post-masters nursing degree. The practice focused doctoral program will prepare nursing leaders for the highest level of clinical nursing practice. The DNP Program reflects the DNP Standards and Essentials as described by the American Association of the Colleges of Nursing (AACN), the Accreditation Commission for Education in Nursing (ACEN), and the National League for Nursing Accrediting Commission (NLNAC).

ADMISSION REQUIREMENTS

Admission requirements include an advanced practice degree (i.e. Nurse Practitioner, Clinical Nurse Specialist, Nurse Anesthetist). Students must be board certified in advanced practice nursing with licensure as APRN in their state of practice. Additional admission requirements may be found on the College of Nursing and Health Professions website at <http://www.astate.edu/college/conhp/departments/nursing>. Completing admission requirements does not ensure acceptance into the DNP program due to the competitive process.

APPLICATION DEADLINES

Application deadline is October 1st each year to begin study in the spring semester. Students may acquire detailed information about the application process and pre-requisite courses by contacting the School of Nursing at 870-972-3074 or visiting the website at <http://www.astate.edu/college/conhp/departments/nursing>.

COURSE REQUIREMENTS

The post-masters's Doctor of Nursing program requires full-time study. The curriculum of 41 credit hours, includes three clinical internship courses requiring 540 clinical clock hours.

Nursing Practice

Doctor of Nursing Practice

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements: Minimum number of Clinical Clock Hours = 540	
Spring, Year 1	Sem. Hrs.
NURS 8113, Theoretical Foundations for Doctor of Nursing Practice	3
NURS 8133, Epidemiology and Population Health	3
Sub-total	6
Fall, Year 1	Sem. Hrs.
NURS 8123, Leadership, Policy, and Healthcare Systems	3
NURS 8213, Translational Research for Doctor of Nursing Practice I	3
Sub-total	6
Spring, Year 2	Sem. Hrs.
NURS 8143, Healthcare Finance in Advanced Nursing	3
NURS 8153, Healthcare Informatics in Advanced Nursing	3
Sub-total	6
Summer, Year 2	Sem. Hrs.
NURS 8314, Introduction to Internship <i>1 credit = 45 clock hours (180)</i>	4
NURS 8163, The Principles Healthcare Ethics and Genetics	3
Sub-total	7
Fall, Year 2	Sem. Hrs.
NURS 8223, Translational Research for Doctor of Nursing Practice II	3
NURS 8323, Doctor of Nursing Practice Clinical Internship I <i>1 credit = 45 clock hours (135)</i>	3
Sub-total	6
Summer, Year 2	Sem. Hrs.
NURS 8235, Doctor of Nursing Practice Evidence Based Project	5
NURS 8335, Doctor of Nursing Practice Clinical Internship II <i>1 credit = 45 clock hours (225)</i>	5
Sub-total	10
Total Required Hours:	41

Program of Study for the Master of Science in Nursing Degree

The M.S.N. program prepares nurses with the complex practice skills and theoretical knowledge necessary for advanced nursing practice in the contemporary health care system. Graduate study in nursing is the basis for professional growth in advanced practice roles and the foundation for doctoral study in nursing.

The Master of Science in Nursing Program is accredited by the Accreditation Commission for Education in Nursing (ACEN) (3343 Peachtree Road NE, Suite 850 Atlanta, Georgia 30326, Telephone 404-975-5000, Fax 404-975-5020).

The program is designed for individuals who hold the Bachelor of Science in Nursing degree. Students who have successfully completed the B.S.N. can apply for the program. The total number of credits per semester may not exceed 15. A Graduate Information Guide (GIG) is available that explains policies and requirements unique to the graduate nursing program. All students on admission are required to attend orientation to the MSN program. All MSN students are required to earn a minimum of "B" in all courses before progression in the curriculum.

MSN students are required to successfully complete a comprehensive exam or thesis (with a minimum of 6 credit hours) during their plan of study. Students selecting thesis must be continuously enrolled in thesis credits until graduation. Students considering doctoral education are strongly encouraged to select the thesis option.

ADMISSION REQUIREMENTS

Students seeking admission into the Master of Science in Nursing program must meet the admission requirements of the Graduate School and the specific program requirements. Completed Graduate School application forms and School of Nursing application forms must be received in the Graduate School by the deadline specific to each program for applicants seeking admission for full- or part-time study. Visit the ASU Graduate School website <http://www.astate.edu/info/admissions/graduate>, for admission requirements and application deadlines.

Applicants to the MSN program complete the application process to the School of Nursing, including submission of the MSN application form and a personal interview. All students on admission are required to attend orientation to the MSN program. The MSN application form and admission requirements may be found on the School of Nursing website, <http://www.astate.edu/college/conhp/departments/nursing/>. Students are offered admission to their selected specialty only. Should the student desire to change specialty focus, the procedure and requirements may be found on the website.

In addition to the general requirements for graduate degrees conferred by the Graduate School, applicants to the M.S.N. program must:

- Hold a Baccalaureate degree in nursing (BSN) from an accredited institution.
- Have a minimum Cumulative Grade Point Average of 3.0 (4.0 scale) overall or 3.0 on the last 60 hours of undergraduate work.
- Hold a current, unencumbered license to practice as a Registered Nurse. The unencumbered RN license must be active in the state where clinical practice is scheduled or a compact state.
- Individuals admitted pending NCLEX-RN examination results are required to withdraw from the program at the end of the first semester if the examination is not passed. The individual may reapply for admission upon successful completion of the licensing examination.
- Have successfully completed a graduate-level descriptive and inferential statistics course with a grade of "B" or above.

Evidence of the following is required before registering for each clinical course or practicum.

1. CPR certification (professional level) valid through the academic year.
2. TB skin test/chest x-ray valid through the academic year.
3. Evidence of Hepatitis B immunization or signed declination statement.
4. Evidence of Influenza vaccination.
5. Copy of professional liability insurance. Minimum 1,000,000/3,000,000.
6. Copy of unencumbered RN license valid in the state of practice.
7. Verified Credentials

CRIMINAL BACKGROUND CHECKS

Arkansas law requires that applicants for licensure, including advanced practice licensure, submit to criminal background checks. Students graduating and planning on applying for advanced practice licensure should submit applications four (4) to six (6) months in advance of graduation in order to allow time for processing.

Adult Health Nursing

Master of Science in Nursing

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Core Courses:	Sem. Hrs.
NURS 6103, Research Design and Methodology	3
NURS 6203, Theory Development in Nursing	3
NURS 6303, Health Care Issues and Policy	3
NURS 6402, Professional Role Development in Advanced Nursing	2
Sub-total	11
Support Courses:	Sem. Hrs.
NURS 6003, Advanced Clinical Physiology	3
NURS 6013, Advanced Clinical Pharmacology	3
NURS 6023, Advanced Assessment and Diagnostic Evaluation	3
NURS 6762, Applied Clinical Research and Role Seminar	2
NURS 689V, Thesis Option	0-6
Sub-total	11-17
Additional Courses:	Sem. Hrs.
NURS 6443, Advanced Adult Health Nursing I	3
NURS 6453, Advanced Adult Health Nursing II	3
NURS 646V, Advanced Adult Health Nursing Practicum	0-6
NURS 6473, Advanced Adult Health Nursing Clinical Synthesis	3
Sub-total	9-15
Electives:	Sem. Hrs.
Electives	3
Total Required Hours:	40

Adult Health Nursing

Master of Science in Nursing Nurse Educator Option

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Core Courses:	Sem. Hrs.
NURS 6103, Research Design and Methodology	3
NURS 6203, Theory Development in Nursing	3
NURS 6303, Health Care Issues and Policy	3
NURS 6402, Professional Role Development in Advanced Nursing	2
Sub-total	11
Support Courses:	Sem. Hrs.
NURS 6003, Advanced Clinical Physiology	3
NURS 6013, Advanced Clinical Pharmacology	3
NURS 6023, Advanced Assessment and Diagnostic Evaluation	3
NURS 6762, Applied Clinical Research and Role Seminar	2
Sub-total	11
Additional Courses:	Sem. Hrs.
NURS 6443, Advanced Adult Health Nursing I	3
NURS 6453, Advanced Adult Health Nursing II	3
NURS 646V, Advanced Adult Health Nursing Practicum	1-6
NURS 6473, Advanced Adult Health Nursing Clinical Synthesis	3
Sub-total	10-15
Electives:	Sem. Hrs.
HP 6043, Measurement and Evaluation in Health Sciences	3
NURS 6623, Curriculum Development in Health Professions	3
NURS 6713, Practicum in Nursing Education	3
NURS 6853, Teaching in Advanced Nursing Roles	3
Sub-total	12
Total Required Hours:	44-49

Adult Health Nursing

Master of Science in Nursing Nurse Administrator Option

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Core Courses:	Sem. Hrs.
NURS 6103, Research Design and Methodology	3
NURS 6203, Theory Development in Nursing	3
NURS 6303, Health Care Issues and Policy	3
NURS 6402, Professional Role Development in Advanced Nursing	2
Sub-total	11
Additional Courses:	Sem. Hrs.
NURS 6443, Advanced Adult Health Nursing I	3
NURS 6453, Advanced Adult Health Nursing II	3
NURS 646V, Advanced Adult Health Nursing Practicum	3-6
Sub-total	9-12
Electives:	Sem. Hrs.
HP 6323, Healthcare Law and Quality Improvement	3
MGMT 6013, Human resource management for healthcare organizations	3
NURS 6313, Power, politics and influence	3
NURS 6353, Budgeting and financial management	3
NURS 687V, Healthcare Management Seminar	3-6
Sub-total	15-18
Total Required Hours:	38

Family Nurse Practitioner

Master of Science in Nursing

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Core Courses:	Sem. Hrs.
NURS 6103, Research Design and Methodology	3
NURS 6203, Theory Development in Nursing	3
NURS 6303, Health Care Issues and Policy	3
NURS 6402, Professional Role Development in Advanced Nursing	2
Sub-total	11
Support Courses:	Sem. Hrs.
NURS 6003, Advanced Clinical Physiology	3
NURS 6013, Advanced Clinical Pharmacology	3
NURS 6023, Advanced Assessment and Diagnostic Evaluation	3
NURS 689V, Thesis Option	0-6
Sub-total	9-15
Advanced Practice Courses:	Sem. Hrs.
NURS 6513, FNP Clinical Management I	3
NURS 6514, FNP Clinical Management I Practicum	4
NURS 6613, FNP Clinical Management II	3
NURS 6614, FNP Clinical Management II Practicum	4
NURS 6753, FNP Synthesis Seminar	3
NURS 6818, FNP Clinical Synthesis	8
Sub-total	25
Total Required Hours:	45-51

Nurse Anesthesia

Master of Science in Nursing

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
NURS 6023, Advanced Assessment and Diagnostic Evaluation	3
NURS 6042, Technology and Equipment for Nurse Anesthesia	2
NURS 6043, Regional Anesthesia and Analgesia	3
NURS 6103, Research Design and Methodology	3
NURS 6113, Anesthesia Pharmacology I	3
NURS 6123, Anesthesia Pharmacology II	3
NURS 6203, Theory Development in Nursing	3
NURS 6223, Anatomy, Physiology and Pathophysiology I	3
NURS 6233, Anatomy, Physiology and Pathophysiology II	3
NURS 6243, Anesthesia Pharmacology III	3
NURS 6253, Anatomy, Physiology and Pathophysiology III	3
NURS 6311, Clinical Practicum I	1
NURS 6322, Clinical Practicum II	2
NURS 6333, Clinical Practicum III	3
NURS 6346, Clinical Anesthesia Practicum IV	6
NURS 6413, Advanced Chemistry and Physics Related to Anesthesia	3
NURS 6423, Professional Aspects of Nurse Anesthesia	3
NURS 6523, Basic Principles of Anesthesia I	3
NURS 6533, Advanced Principles of Anesthesia I	3
NURS 6543, Advanced Principles of Anesthesia II	3
NURS 6553, Advanced Principles of Anesthesia III	3
NURS 6723, Synthesis Seminar I	3
NURS 6736, Clinical Internship I	6
NURS 6773, Synthesis Seminar II	3
NURS 6787, Clinical Internship II	7
NURS 6797, Clinical Internship III	7
Sub-total	88
Total Required Hours:	88

Graduate Certificate in Nurse Educator

Students seeking a certificate as a Nurse Educator may complete the required 12 credit hours without being admitted to the Master of Science in Nursing program or may complete as a Post Graduate Certificate with completion of the MSN degree in another option. This Nurse Educator Certificate will prepare nurses for formal and informal teaching of nurses, patients, and students, in the healthcare or academic environment.

Nurse Educator Graduate Certificate

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
HP 6043, Measurement and Evaluation in Health Sciences	3
NURS 6623, Curriculum Development in Health Professions	3
NURS 6713, Practicum in Nursing Education	3
NURS 6853, Teaching in Advanced Nursing Roles	3
Sub-total	12
Total Required Hours:	12

Graduate Certificate in Health Sciences Education

The goal of this program is to provide the foundation framework for those seeking didactic or clinical education roles. Students will be exposed to a variety of educational theories and methodologies.

Health Sciences Education

Graduate Certificate

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Core Requirements:	Sem. Hrs.
ELCI 6533, Theories of Instruction	3
ELFN 6763, Philosophies of Education	3
HP 6043, Measurement and Evaluation in Health Sciences	3
HP 6053, The Professorate	3
NURS 6623, Curriculum Development in Health Professions	3
Sub-total	15
Electives:	Sem. Hrs.
Select six hours from the following: HP 5103, Patient Education: Teaching and Learning in Health Professions HP 5113, Leadership in Health Professions HP 6022, Clinical Education Methods HP 620V, Independent Study NURS 6001, Health Care Information Resources NURS 6833, American Health Care Systems: Historical Perspectives	6
Total Required Hours:	21

Graduate Certificate in Health Care Management

The goal of this program is:

- To provide students with knowledge of the critical issues and concepts for effective management of health care organizations.
- To facilitate integration of key elements of effective health care management and how they work jointly to enhance the quality of healthcare and the performance of health care managers, and thus, the overall performance of the health care organization itself.
- To emphasize the importance of all aspects of health care management and their relationship in achieving and maintaining professionalism in internal/external customer relationships.
- To facilitate effective decision making in the day-to-day operations of the management of health care organizations.
- To provide the understanding of health care management processes and practices as they apply to diverse health care settings in such a way that they support long-term advancement and career opportunities in health care management.

Health Care Management

Graduate Certificate

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Core Requirements:	Sem. Hrs.
FIN 6813, Healthcare Finance	3
HP 6313, Topics in Healthcare Management	3
HP 6323, Healthcare Law and Quality Improvement	3
MGMT 6003, Organizational Behavior in Healthcare Organizations	3
MIS 6513, Healthcare Informatics	3
NURS 680V, Healthcare Management Seminar	3
Sub-total	18
Electives:	Sem. Hrs.
MGMT 6013, Human Resource Management for Health Care Organizations OR MKTG 6213, Healthcare Marketing	3
Total Required Hours:	21

Graduate Certificate in Aging Studies

The goal of this program is to provide the foundation and interdisciplinary framework necessary for understanding aging processes and issues. The program enhances the development of an understanding and appreciation for the aging processes through knowledge of physical, psychological and social aspects of aging.

OBJECTIVES

- Understand the variety of contexts in which aging can be examined and their implications for practice;
- Identify how older persons are affected by the person-environment interaction;
- Identify and describe bio/psycho/social concepts and theories used to study aging;
- Recognize the influence of theories of aging on policies and procedures in practice;
- Understand the challenges and opportunities facing individuals, families and societies as members age chronologically and functionally;
- Recognize the relevance of age-related differences and changes over time in processes associated with aging within the context of applied research;
- Understand the ethical, legal, legislative, leisure and educational dimensions important in the field of aging;
- Understand critical thinking, problem-solving, and effective communication techniques relative to life-span development that affect personal awareness and behavior.

ADMISSION REQUIREMENTS

Applicants must meet the admission requirements of the Graduate School. To apply, obtain an application form from the Graduate School. Send completed application form, required application fee, and official transcripts of all undergraduate and graduate course work to the Graduate School.

Aging Studies Graduate Certificate

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Core Requirements:	Sem. Hrs.
HP 5233, Issues in Aging	3
HP 6013, Interdisciplinary Capstone—Aging Studies	3
HP 6233, Aging in Community	3
HP 6333, Enrichment in Aging	3
NURS 5013, Health and Aging	3
Sub-total	15
Total Required Hours:	15

Graduate Certificate in Addiction Studies

This program is centered on rural social work practice centers in Northeast Arkansas. The curriculum is designed to equip social work practitioners in the application of evidence based practice and the 12-step planned change process of Alcoholics Anonymous. The curriculum is designed to teach graduates how to assess and treat addictions. Therefore, field placements must be in a substance abuse treatment setting or in an agency whose primary clients are in substance abuse recovery.

Addiction Studies

Graduate Certificate

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Core Requirements:	Sem. Hrs.
<p>Select one of the following tracks:</p> <p>Track A (Social Work Students): SW 5323, Substance Abuse and Dependence Interventions SW 6003, Psychopathology for Social Workers SW 6033, Clinical Practice with Individuals SW 6053, Clinical Practice with Groups SW 6323, Clinical Interventions with Substance Abuse & Dependence</p> <p>Select one of the following options:</p> <p>Option 1: SW 6803, Full-Time Advanced Field I SW 6813, Full-Time Advanced Field II</p> <p>Option 2: SW 6821, Part-Time Advanced Field I SW 6822, Part-Time Advanced Field II SW 6831, Part-Time Advanced Field III SW 6832, Part-Time Advanced Field IV</p> <p>Track B (Other Majors): COUN 6113, Theories and Techniques in Counseling COUN 6123, Group Counseling PSY 6533, Psychopathology SW 5273, Seminar in Addiction Studies I SW 5293, Seminar in Addiction Studies II SW 5323, Substance Abuse and Dependence Interventions</p> <p>Track C (Post-MSW Certificate in Addictions Certificate) SW 5273, Seminar in Addiction Studies I SW 5293, Seminar in Addiction Studies II SW 5323, Substance Abuse and Dependence Interventions SW 560V, Independent Study (Final Project in Addiction Studies) SW 6003, Psychopathology for Social Workers SW 6323, Clinical Interventions with Substance Abuse & Dependence</p>	18-21
Total Required Hours:	18-21

College of Sciences and Mathematics

MISSION

The College of Sciences and Mathematics prepares students to assume their places as knowledgeable, ethical and problem-solving leaders by providing foundational and advanced studies in mathematics, the natural sciences, and computer/information sciences. A partnership among students, staff, and the faculty anchors the mission of the College of Sciences and Mathematics to expand and disseminate knowledge. The research, scholarship, creative endeavors, and professional activities of this College are intrinsically valuable, fundamental to teaching and learning throughout the University, and relevant to the Mississippi River Delta and globally.

The College of Sciences and Mathematics provides to all Arkansas State University students the foundation on which all higher education stands: the sciences. Accordingly, the College acknowledges its responsibility and is actively committed to:

- Freedom of thought, inquiry and expression;
- Supporting and rewarding the research, scholarship, creative endeavors and professional activities of our faculty, staff and students;
- Supporting and rewarding effective and innovative teaching;
- Recruiting, training and retaining highly-skilled and professional students and faculty;
- Providing the finest possible research and teaching facilities, beginning with the library, and including computer, classroom and laboratory technology.
- Responsible and proactive citizenship in a global culture. Moreover, the College of Sciences and Mathematics recognizes its responsibility to carry out these commitments in an environment that:
- Promotes education of students to their fullest potential for their varied roles as members of local, national and international communities;
- Promotes a spirit of community among campus, regional, national and international constituencies;
- Promotes diversity, ensures opportunities, and values honesty, respect, trust and civility among students, staff and the faculty.

PROGRAMS OF STUDY

The College of Sciences and Mathematics offers work leading to the Master of Arts degree in biology; to the Master of Science degree with majors in biology, chemistry, computer science, environmental sciences, and mathematics; to the Master of Science in molecular biosciences; and to the Master of Science in Education degree with majors in biology, chemistry, and mathematics.

The College of Sciences and Mathematics coordinates programs of research and study leading to the Doctor of Philosophy in Environmental Sciences and the Doctor of Philosophy in Molecular Biosciences. The Graduate Programs (PhD and MS) in Environmental Sciences and Molecular Biosciences are multidisciplinary, designed for specific career objectives with course offerings across several departments and colleges at Arkansas State University.

Each candidate for the degree of Master of Arts with a major in Biology must complete a major and minor scholarly project as approved by the student's thesis committee. The graduate programs leading to the Master of Science in Education degree are designed for graduates who plan careers in secondary school teaching. Twenty-one hours of major field courses and nine hours of professional education courses are required.

The graduate program leading to the Master of Science in Environmental Science includes a thesis track as well as a practicum track. The Practicum track is specifically designed for graduates who plan careers in industry, consulting, and government agencies.

The student should refer to the requirements which are listed elsewhere in this bulletin.

Program of Study for the Doctor of Philosophy in Environmental Sciences Degree

The mission of the program is to produce scientists with the knowledge needed to support the assessment, maintenance and recovery of environmental resources. This includes an appreciation of the economic, social, political and aesthetic context that shapes our interaction with and knowledge of the environment. Measuring and understanding the balance between environmental protection, sustainable resource management, and economic growth is a major integrating theme within the program.

As a reflection of the interdisciplinary nature of the program, a course of study will be tailored to each student's own scholarly interests, research, and proposed career direction. The specific quantity and content of each student's course of study will require approval by the student's Doctoral Advisory Committee. General course requirements are outlined below and in the section of this Bulletin entitled Program of Study for the Ph.D. in Environmental Sciences. Applicants are advised that admission to the Graduate School does not imply admission to the Ph.D. in Environmental Sciences Program.

ADMISSION REQUIREMENTS

Applicants to the Graduate Program in Environmental Sciences Program must hold a baccalaureate or master's degree (BA, BS, MA, or MS) from an accredited institution in a relevant field of study. Students should apply to either the PhD or MS program. For both programs, applicants must submit the following to the Graduate School:

1. A completed application for admission to the Graduate Program in Environmental Sciences. Applicants are encouraged to submit the application no later than January 15th for the fall semester and August 15th for the spring semester. Forms are available from the Graduate School.
2. A nonrefundable application fee. PhD application fee is 50.00, Master's application fee is \$30.00. Checks must be made payable to Arkansas State University. If applications are received without payment, the Graduate school will hold all application materials and notify the applicants that no action will be taken until payment is received. International students may utilize a check or an International Postal Money Order to remit payment in the U.S. currency.
3. One copy of official transcripts of all previous undergraduate and graduate course work attempted, to be sent directly from the institution(s) previously attended. The Graduate School will compute the graduate GPA by counting all graduate courses completed, including any repeated courses. Applicants to the Graduate Program in Environmental Sciences must possess a baccalaureate degree from an accredited four year institution and meet the admission requirements of the Graduate School. Applicants should be aware that the breadth of the course work in this program demands that students have a basic background in several disciplines. Preparatory courses for this program may include:

Mathematics: Calculus I as well as an applied statistics course or second semester Calculus course.

Chemistry: A first and second semester chemistry course sequence.

Biology: A first and second semester biology course sequence.

Earth Science: A first and second semester earth science course sequence.

Economics: An introductory level economics course.

Political Science: American government, United States history or world history.

Students should contact the Program Director for details regarding course requirements for specific focus areas within the program. Students lacking the appropriate courses for their chosen focus area can be admitted into the program but may be required to complete preparatory course work before enrolling in specific graduate

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

core courses. Applicants are also expected to have a working knowledge of computer systems and software. In some cases, the Environmental Sciences Graduate Program Committee may agree to substitute equivalent, documented work experience in the environmental field for specific courses, and in rare cases, there criteria for admission. Contact the Program Director for questions in these matters.

4. These letters of recommendation to be reviewed by the Environmental Sciences Graduate Program Committee. Note that both recommendation by the Environmental Sciences Graduate Program Committee and approval by the Dean of the Graduate School are required for admission to the program.
5. Scores from the Graduate Record Examination showing a score of 150 on both the verbal and quantitative tests, which are recommended for acceptance.
6. International student applications must demonstrate a satisfactory level of proficiency in the English language if English is not their native language. To do so, they must submit a score of 213 computer based on the Test of English as a Foreign Language or must satisfactorily complete advanced level II of the university's Center for English as a Second Language program.
7. Statement of Purpose. In essay form, state your reasons for undertaking graduate study in the Environmental Sciences. Please describe your qualifications for the academic program to which you are applying and your objectives in undertaking this program. Applicants to the doctoral program should clearly outline their research interests. We are interested in how the applicant's interests would complement those research interests of the faculty. Applicants to master's program should discuss their plans for their academic and professional career and how the Graduate Program in Environmental Sciences will help them attain their goals.
8. Resume C.V. List all colleges and universities attended, major extracurricular activities, and employment, detailing particularly those relevant to your proposed field of study, any honors or prizes awarded, and publication and research projects with which you have been associated.

Applicants are strongly encouraged to provide a personal statement describing their goals in terms of graduate education and research focus interests. Applicants should also submit a curriculum vitae describing pertinent employment and/or research experiences such as presentations and publications.

PROGRAM INFORMATION

Substitution of equivalent courses may be made upon the recommendation of the doctoral advisory committee with the approval of the Environmental Sciences Graduate Program Committee. In addition, each student will normally take courses in their specialty area sufficient to bring the total number of credits to the minimum of 72 required for the Ph.D. in Environmental Sciences beyond the bachelor's degree or 42 beyond the master's degree. Any additional course work requirements will be determined by the Doctoral Advisory Committee to meet the student's specific program needs. Each candidate for the Ph.D. in Environmental Sciences must execute an original and rigorous research project culminating in the completion and defense of a dissertation.

DOCTORAL ADVISORY COMMITTEES

Each student is expected to identify a doctoral advisory committee chair during the first year of their program of study. The Doctoral Advisory Committee will consist of members of the graduate faculty and other professionals as deemed appropriate and approved by the Environmental Sciences Graduate Program Committee and the Graduate Council. Each committee must have at least five members with at least one member of the natural and social sciences. Committee membership is subject to the approval by the Graduate Program in Environmental Sciences, the Environmental Sciences program director, review by the dean's office, and final approval by the graduate dean. The doctoral advisory committee is to review the student's dissertation proposal and to provide guidance toward the successful completion of the research project.

Students in the program without a designated committee chair during their first semester will be assigned an interim adviser by the Environmental Sciences Graduate Program Committee. The

primary role of the interim adviser will be to establish a tentative curriculum for the student pending establishment of the Doctoral Advisory Committee. An interim adviser may serve for a maximum of one year until the student selects a permanent advisory committee chair.

Membership of advisory committees may be changed if either the student or a member of their committee feels that such a change is appropriate and the requested change is approved by the Environmental Sciences Graduate Program Committee and the graduate dean. Such a change will not be approved except in clearly unusual circumstances. If approval is given, the student will be notified in writing by the Graduate School.

A Doctoral Advisory Committee chair must be a member of the graduate faculty and must be approved to direct the research of graduate students by the Graduate Council and the graduate dean.

GENERAL PROGRAM OF STUDY

A program of study, to be developed by the student in consultation with the Doctoral Advisory Committee, is to be submitted to the Director of the Environmental Sciences Program for approval no later than the end of the second semester after admission to the program. Programs of study may change to meet course requirements and match the student's academic goals, scholarly aspirations and career preparation needs. Each Doctoral Advisory Committee will meet at least once a year to review and provide record of the student's progress.

SATISFACTORY PROGRESS

Students are required to earn a grade of "B" or better in the core courses. A single grade of "C" will be accepted for courses in the focus area. A second instance of a grade of "C" or a single instance of a grade below "C" will be cause for the review of the student's status within the program by the Environmental Sciences Graduate Program Committee. After such review, the Environmental Sciences Graduate Program Committee may recommend the student enter the Master's of Science program in Environmental Sciences or dismissal of the student from the program.

TIME TO DEGREE

A minimum of six semesters of graduate study beyond the baccalaureate degree is required. All requirements for the degree must be completed within eight calendar years of admission to the program. Requirements subsequent to admission to candidacy must be completed within four calendar years of admission to candidacy. A student exceeding the time limit may be required to repeat the qualifying examination, replace out-of-date credits with up-to-date ones, and/or show other evidence of being current within both the core curriculum and the student's area of specialization. Extension of the eight-year requirement will be granted only if a student has obtained prior approval from his or her Doctoral Advisory Committee, the Environmental Sciences Graduate Program Committee and the Arkansas State University Graduate School.

RESIDENCE REQUIREMENT

One year of full-time residence at Arkansas State University normally will be required. This requirement may be waived under special circumstances if approved by the student's Doctoral Advisory Committee, the Environmental Sciences Graduate Program Committee and the Arkansas State University Graduate School.

QUALIFYING EXAMINATION

These examinations are required by the Program, but take a variety of forms in the case of individual students. The practice requirement is determined by the student's choice of specialty area and the student's advisory committee and approval by the Director of the Graduate Program in Environmental Sciences. The goal of these examinations is to assess the students preparedness for doctoral level study and assess the students potential in their chosen field. The examination may be written or oral in part or in whole. The subject(s) of the examination may include core course work and /or work relevant

to the students specialty area. One examination, typically oral, is taken in a core course area outside of the students specialty area. The second can be oral or written in part or whole in the specialty area (administered by the doctoral advisory committee or portion thereof) or in a second non-specialty core discipline. Possible outcomes of these examinations are (i) pass, (ii) fail with option to retake (one time only) the examination, or (iii) fail. Students who fail initially or after the second attempt will be reclassified to the MS Program and will be re-considered for the PhD Program only under extraordinary circumstances. It should be noted that there is a Program requirement that ten calendar weeks must pass before a retake of either or both of the qualifying examinations may be scheduled. These examinations must be taken prior to the end of the fourth semester in residence.

DISSERTATION PROPOSAL

Each Ph.D. student must pass the oral research proposal defense examination. Possible outcomes of the first examination are i) pass, ii) fail with option to retake (one time only) the examination, or iii) fail. The oral defense of the research proposal occurs after successful completion of the qualifying examination. Students who have not defended their proposal by end of their fifth semester or who have not passed by the end of their sixth semester will no longer be in good standing in the PhD Program. They will be reclassified into the M.S. program and will be reconsidered for the Ph.D. program only under extraordinary circumstances. It should be noted that there is a Program requirement that ten calendar weeks must pass before a retake of the oral proposal defense examination may be scheduled.

It is imperative that each student register the time and date of the oral proposal defense with the Graduate School two weeks in advance of the proposal defense seminar. Announcements of the public portion of the proposal defense must be posted a minimum of two weeks in advance of the presentation. The timing of this examination should be in coordination with the student's advisory committee.

ADMISSION TO CANDIDACY

A student may apply for admission to candidacy upon successful completion of the qualifying examination and defense of the dissertation proposal. A student may not apply for candidacy while on probation or with a GPA of less than 3.00. Doctoral students, upon reaching PhD candidacy (passing both qualifying examinations, oral proposal defense and examination, and completing the core course requirements (9 hours of core, 6 hours of statistics, 1 hour of research ethics, 2 hours of topical seminar, 2 hours of environmental seminar) are granted an MS in Environmental Science provided that they have met the requirements above. Students who intend to earn an MS in Environmental Sciences must complete an Intent to Graduate Form in the semester they will attain candidacy. This form is available in the Graduate School.

COMPREHENSIVE EXAMINATION

The comprehensive examination is designed to test general knowledge of environmental science as well as the student's expertise in specialized areas of research and interest. The examination consists of a mandatory oral component and an optional written component. Students intending to take comprehensive examinations must submit an intent form to the program office at the beginning of the semester in which they intend to take the examination.

Students will have not more than eight hours to complete their answers to the questions. The oral examination is conducted by the student's Doctoral Advisory Committee. The dean of the Graduate School will appoint an additional member to the committee for purposes of the oral examination to represent the interests of the graduate faculty in its entirety. In case of failure, the examination may be retaken if the committee feels that additional study is justified and the student continues such studies for an additional period of time as specified by the committee. A second failure will result in dismissal from the program.

CONTINUOUS ENROLLMENT

Students must maintain continuous enrollment subsequent to passing the qualifying examination. They must maintain a minimum of one semester hour of dissertation during each regular semester, including at least one summer term each year, until the dissertation has been accepted by the graduate dean.

DISSERTATION DEFENSE

After the research is completed, the student will submit a draft of the dissertation to his or her advisory committee. Upon the recommendation of the committee, the candidate will arrange with the chair of his or her advisory committee to schedule and conduct a presentation of the results.

The candidate will also be required to orally defend the dissertation before the Doctoral Advisory Committee, members of the faculty, students, and interested persons. Arrangements for the dissertation defense will be made through the Environmental Sciences Program Office, but announced by the Graduate School. Students are advised to be aware of the deadlines set by the Graduate School for submission of defense results and dissertations.

The defense must occur at least four weeks before the date of graduation. A successful defense receives no more than one negative vote by the members of the Doctoral Advisory Committee. Failure of the defense requires a one semester probation before a second defense can be scheduled. A second failure of the defense constitutes elimination from the program.

DEADLINE FOR SUBMISSION

The completed dissertation must follow the format requirements of the Graduate School as contained in the Guide to Dissertations and Theses: Preparation and Electronic Submissions. Before submission online, the completed dissertation must be approved by the advisory committee. Candidates will also be responsible for the preparation of an abstract of the dissertation, not to exceed 350 words, which will be submitted with the completed dissertation.

The student is required to purchase three copies of the bound dissertation for the ASU Library, the Environmental Sciences program office, and the dissertation advisor.

CHECKLIST FOR THE LAST SEMESTER BEFORE GRADUATION

In the last semester before graduation, candidates must:

- register for the graduation fee.
- file an Intent to Graduate Form with the graduate dean by the relevant deadline.
- complete the oral defense of the dissertation.
- submit the dissertation by the relevant deadline.

Environmental Sciences

Doctor of Philosophy

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Core Courses:	Sem. Hrs.
Environmental Chemistry/ Soil and Water Science (select one of the following): CHEM 5043, Environmental Chemistry GEOG 5633, Climatology PSSC 5713, Soil Quality Assessment and Interpretation PSSC 5813, Soil Fertility PSSC 5853, Soil and Water Conservation	3
Environmental Policy, Law & Economics (select one of the following): ECON 6353, Environmental Economics POSC 5533, Environmental Law and Administration POSC 6173, Environmental Policy Processes	3
Interdisciplinary Environmental Studies (select one of the following): AGRI 6243, Environmental Sustainability BIO 5613, Conservation Biology BIO 6623, Case Studies in Ecosystem Management AND BIO 6621, Case Studies in Ecosystem Management Lab ESCI 6303, Global Water Issues	3-4
Sub-total	9-10
Additional Requirements:	Sem. Hrs.
Select four hours from the following: <i>Two hours in Topical Seminar required</i> ESCI 7111, Environmental Science Seminar ESCI 7121, Topical Seminar in Environmental Sciences	4
ESCI 7151, Responsible Conduct in Research	1
Statistics (select two of the following courses or course/lab combinations): AGRI 6213, Experimental Designs AGRI 5233, Experimental Agricultural Statistics BIO 5683, Biological Data Analyses BIO 6603, Environmental Systems Analysis AND BIO 6601, Environmental Systems Analysis Lab STAT 6613, Nonparametric Statistics STAT 6623, Statistical Methods with SAS Programming STAT 6643, Multivariate Analysis STAT 6653, Data Analysis I: Regression Analysis STAT 6663, Data Analysis II: Analysis of Variance (ANOVA) STAT 6673, Design of Experiments STAT 6833, Biostatistics	6-7
Sub-total	11-12
Specialty Area:	Sem. Hrs.
Each student will normally take courses in their specialty area sufficient to bring the total number of credits to the minimum of 72 required for the Ph.D. in Environmental Sciences beyond the bachelor's degree or 42 beyond the master's degree. Any additional course work requirements will be determined by the Doctoral Advisory Committee to meet the student's specific program needs.	-
Dissertation:	Sem. Hrs.
ESCI 889V, Dissertation	18
Total Required Hours:	42-72

Program of Study for the Doctor of Philosophy in Molecular Biosciences

PROGRAM DESCRIPTION

The cross-disciplinary Molecular Biosciences field is revolutionizing discovery and technological advances in disciplines ranging from agriculture to medicine, from forensics to environmental sciences, from food sciences to renewable energy. The Molecular Biosciences Doctoral Program provides training and research opportunities that integrate molecular, genomic, cellular and developmental information, with a strong emphasis on interdisciplinary approaches, state-of-the-art technologies and innovations addressing real world problems.

The mission of the program is to produce scientists with sufficient background and training to advance the field of Molecular Biosciences. Molecular Biosciences addresses classical and contemporary problems in biology through creative integration of molecular, genomic, cellular and developmental information. Among other topics Molecular Biosciences research may include the study of biomolecular interactions, the engineering and design of metabolic pathways to produce bioactive molecules, bioinformatics, discovery and development of novel biomaterials, and process development and scale-up.

ADMISSION REQUIREMENTS

Students seeking admission into the Doctor of Philosophy in Molecular Biosciences Program must meet the admission requirements of the Graduate School in addition to the Program's specific requirements.

Each applicant must have a minimum of a B.S. in a basic or applied science, although preference may be given to M.S. level applicants. Some required MBS courses have prerequisites which must be met in order to succeed in these classes. These courses may include general and organic chemistry, biochemistry, introductory biological science, and cellular biology. Based on previous undergraduate coursework, students may be required to pass one or more of these prerequisite courses before attempting graduate level study in this field.

In addition to official transcripts, applicants must also provide official Graduate Record Examination scores for the Verbal, Analytical and Quantitative tests. Scores from the Graduate Record Examination showing a score of 150 on both the verbal and quantitative tests or a combined score of 1000 on the verbal and quantitative sections for scores that used the old scoring system are the minimum requirements. Although not required, scores from an advanced test related to Molecular Biosciences may increase a candidate's chance for admission. Once the basic Graduate School application requirements are met, applications will be forwarded to the Molecular Biosciences Program Committee for their consideration and determination for student admission. Applicants are advised that admission to the Graduate School does not imply admission to the Molecular Biosciences Ph.D. Program. Other materials required of MBS applicants are three letters of recommendation and a statement of research interests that includes identification of possible faculty mentors. Foreign applicants must also meet the requirements of the Office of International Programs.

ADMISSION TO THE PH.D. IN MOLECULAR BIOSCIENCES DEGREE PROGRAM

Applicants to the Ph.D. in Molecular Biosciences Program must have a minimum of a B.S. in a basic or applied science, although preference may be given to M.S. level applicants. Applicants must submit the following to the Graduate School by February 15 for consideration for Fall admission:

1. A completed application for admission to the ASU Graduate School (or to the Office of International Programs for international students). Forms are available directly from the Graduate School and Office of International Programs.
2. One copy of official transcripts of all previous undergraduate and graduate coursework attempted, to be sent directly from the institution(s) previously attended. The Graduate School will compute the graduate GPA by counting all graduate courses completed, including any repeated courses.

3. Three letters of recommendation, to be reviewed by both the Dean of the Graduate School and the Molecular Biosciences Program Committee.
4. A personal statement (maximum of two pages) describing the student's academic and research goals. Applicants are encouraged to identify areas of research interest as well as possible research mentors within the faculty of the Molecular Biosciences Program.
5. Graduate Record Examination (GRE) scores for the Verbal, Analytical and Quantitative tests. The minimum combined Verbal and Quantitative scores must be 300. Although not required, scores from an advanced test related to Molecular Biosciences may increase a candidate's chance for admission.
6. A \$50 nonrefundable application fee. Checks must be made payable to Arkansas State University. If applications are received without payment, the Graduate School will hold all materials and notify the applicants that no action will be taken until payment is received. International students may use a check or an International Postal Money Order to remit payment in U.S. currency.
7. International student applicants must demonstrate a satisfactory level of proficiency in the English language if English is not their native language.

PROGRAM INFORMATION

All candidates for a Ph.D. degree in Molecular Biosciences are required to complete or have completed the specified core courses and elective courses, or their equivalent, as directed by the student's Doctoral Advisory Committee. All candidates must attend every Molecular Biosciences Seminar when in residence on campus. Each Ph.D. student must complete a minimum of 15 hours of Molecular Biosciences approved course work (including the specified 9 credits in Core Technical courses, 1 credit in Responsible Conduct in Research and 4 credits from the Techniques in Molecular Biosciences course). Students must also take the Seminar in Molecular Biosciences every semester plus a minimum of 18 hours of dissertation research credits along with any other academic studies required by the student's Doctoral Advisory Committee. The committee may alter or require additional academic work as it deems appropriate to meet the student's specific program needs. The committee will also provide a written plan of study by semester for each student.

Any additional coursework requirements will be determined by the Doctoral Advisory Committee to meet the student's specific program needs. Each candidate for the Ph.D. in Molecular Biosciences must execute an original and rigorous research project culminating in the completion and defense of a dissertation.

GRADUATE STUDENT SUPPORT

Any university support, whether as a Graduate Teaching Assistant or as a Graduate Research Assistant, will be awarded competitively through the Molecular Biosciences Program Committee. Students may also be supported from faculty research grants.

DOCTORAL ADVISORY COMMITTEES

During the first year of their program of study, each student is expected to identify a Doctoral Advisory Committee Chair to direct the research of the student and who must be approved by the Molecular Biosciences Program Committee and the graduate dean. In addition to the chair, the Doctoral Advisory Committee will consist of members of the graduate faculty and other professionals as deemed appropriate and approved by the Molecular Biosciences Program Committee, the Molecular Biosciences Program director and the graduate dean. Each committee must have at least four members. The Doctoral Advisory Committee is to review the student's dissertation proposal, administer the Qualifying and Candidacy Exams and provide guidance toward the successful completion of the research project.

Students in the program without a designated committee chair during their first semester will be assigned an interim adviser by the Molecular Biosciences Program Committee and the graduate dean. The primary role of the interim adviser will be to establish a tentative curriculum for the student, pending establishment of the Doctoral Advisory Committee. An interim adviser may serve for a maximum of one year until a permanent advisory committee chair is selected.

Membership of Advisory Committees may be changed if either the student or a member of their committee feels that such a change is appropriate and the requested change is approved by the Mo-

lecular Biosciences Program Committee and the graduate dean. Such a change will not be approved except in clearly unusual circumstances. If approval is given, the student will be notified in writing by the Graduate School.

GENERAL PROGRAM OF STUDY

A program of study, to be developed by the Doctoral Advisory Committee in consultation with the student, is to be submitted to the Director of the Molecular Biosciences Program for approval no later than one calendar year after admission to the program. As a reflection of the interdisciplinary nature of the program, a course of study will be tailored to each student's own scholarly interests, research, and proposed career direction. General course requirements are outlined on the Molecular Biosciences home page under "Program of Study for the Ph.D. in Molecular Biosciences".

Each Doctoral Advisory Committee will meet at least once a year to review and provide a written report of the student's progress.

SATISFACTORY PROGRESS

Students are required to earn a grade of "B" or better in all courses attempted. A single instance of a grade below "C" within the student's immediate research topic area will be accepted for courses outside the student's immediate research topic area. A second instance of a grade of "C" or a single instance of a grade below "C" will be cause for the review of the student's status within the program by the Molecular Biosciences Program Committee. After such review, the Program Committee may recommend dismissal of the student from the program.

TIME TO DEGREE

A minimum of 72 graduate credits beyond the baccalaureate degree or 45 graduate credits beyond the master's degree is required. All requirements for the degree must be completed within eight calendar years of admission to the program. Requirements subsequent to admission to candidacy must be completed within four calendar years of admission to candidacy.

A student exceeding the time limit may be required to repeat the qualifying examination, replace out-of-date credits with up-to-date ones, and/or show other evidence of being current within both the core curriculum and the student's area of specialization. Extension of the eight-year requirement will be granted only if a student has obtained prior approval from his or her Doctoral Advisory Committee, the Molecular Biosciences Program Committee and the Arkansas State University Graduate School.

QUALIFYING EXAMINATION

The student's Doctoral Advisory Committee will administer a Qualifying Examination as one means of assessing a student's preparedness for doctoral level study. This exam will consist of the student's written dissertation proposal which is then orally defended. The student may be required to take additional academic work at the discretion of the committee. All dissertation research proposals must be approved by the student's Doctoral Advisory Committee through the mechanism of a dissertation proposal seminar. It is the responsibility of the student to file an announcement of the seminar with the program office at least two weeks in advance of the seminar. The seminar will be an open forum. The candidate will be notified in writing of the committee's approval. If required by the committee, the candidate may hold a second seminar in order to meet the committee's approval. This exam must be taken during the third semester, and successfully completed no later than the end of the fourth semester.

ADMISSION TO CANDIDACY

A student may apply for admission to candidacy upon successful completion of the Qualifying Examination and defense of the dissertation proposal. A student may not apply for candidacy while on probation or with a GPA of less than 3.00.

CANDIDACY EXAMINATION

The Candidacy Examination is designed to assess a student's ability to develop and defend a hypothesis-driven research proposal outside the area of the student's thesis project. The selected topic must be approved by the student's Doctoral Advisory Committee. The format of the proposal will follow that of either NSF or NIH guidelines or another federal agency approved by the student's Doctoral Advisory Committee. The seminar will include an open forum and, if required, may involve a second seminar in order to meet with the Doctoral Advisory Committee's approval. This exam must be completed within one year after passing the Qualifying Exam.

DISSERTATION DEFENSE

After the research is completed, the student will submit a draft of the dissertation to his or her Doctoral Advisory Committee. Upon the recommendation of the Committee, the candidate will arrange with the chair of the Doctoral Advisory Committee to schedule and conduct a presentation of the results.

The candidate will also be required to orally defend the dissertation before the Doctoral Advisory Committee, members of the faculty, students and interested persons. Arrangements for the dissertation defense will be made through the Molecular Biosciences Program Office, but announced by the Graduate School. Students are advised to be aware of the deadlines set by the Graduate School for submission of defense results and dissertations.

The defense must occur at least four weeks before the date of graduation. A successful defense receives no more than one negative vote by the members of the Doctoral Advisory Committee. Failure of the defense requires a one semester probation before a second defense can be scheduled. A second failure of the defense results in elimination from the program.

DEADLINE FOR SUBMISSION

The completed dissertation must follow the format requirements of the Graduate School as contained in the Guide to Dissertations and Theses: Preparation and Electronic Submissions. Before submission online, the completed dissertation must be approved by the advisory committee. Candidates will also be responsible for the preparation of an abstract of the dissertation, not to exceed 350 words, which will be submitted with the completed dissertation.

The student is required to purchase three copies of the bound dissertation for the ASU Library, the Environmental Sciences program office, and the dissertation advisor.

CHECKLIST FOR THE LAST SEMESTER BEFORE GRADUATION

In the last semester before graduation, candidates must:

- register for the graduation fee.
- file an Intent to Graduate Form with the graduate dean by the relevant deadline.
- complete the oral defense of the dissertation.
- submit the dissertation by the relevant deadline.

Molecular Biosciences

Doctor of Philosophy

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
ESCI 7151, Responsible Conduct in Research	1
MBS 6213, Advanced Cell Biology	3
MBS 6233, Specialized Biochemistry	3
MBS 6243, Molecular Genetics and Genomics	3
MBS 625V, Techniques in Molecular Biosciences	4
MBS 7111, Seminar in Molecular Biosciences <i>Must be taken every semester.</i>	-
Sub-total	-
Doctoral Academic Studies:	Sem. Hrs.
Coursework requirements will be determined by the Doctoral Advisory Committee to meet the student's specific program needs.	-
Dissertation:	Sem. Hrs.
ESCI 889V, Dissertation	18
Total Required Hours:	45-72

Program of Study for the Master of Arts in Biology Degree

ADMISSION REQUIREMENTS

Students seeking admission into the Master of Arts degree program in Biology must meet the admission requirements of the Graduate School and the specific program requirements. In addition, applicants for the M.A. Program in Biology will be evaluated by the department for academic qualification based upon their undergraduate academic record, score on the Graduate Record Examination, and letters of reference. Specific requirements include:

1. A minimum of 18 undergraduate hours in the biological sciences and an undergraduate grade point of 2.75 or greater (on a 4.0 scale). Students judged to be deficient in some areas of undergraduate preparation might be assigned certain undergraduate prerequisite courses.
2. A recommended Graduate Record Exam (GRE) combined verbal and quantitative score of 290.
3. Three letters of reference.
4. A statement of educational objectives and career goals.

Applicants not meeting all of the above departmental criteria may be admitted on a conditional basis if they meet the Graduate School admission requirements.

Biology

Master of Arts

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
BIO 6001, Biological Seminar	1
BIO 6003, Scientific Methods and Research Design	3
6000-level Biological Sciences electives (at least two courses)	-
6000-level electives	-
BIO 6371, Practicum I AND BIO 6372, Practicum II <i>Three hours, as approved by the graduate committee. A major and minor scholarly project must be completed that encompasses the scope of the program of study.</i>	3
Procedures, Tool and Statistics courses, as approved by graduate committee.	3-4
Sub-total	19-20
Electives:	Sem. Hrs.
Elective courses in biology or graduate elective courses as approved by graduate committee, as needed to complete 36 hours.	16-17
Total Required Hours:	36

Program of Study for the Master of Science in Environmental Sciences Degree

As a reflection of the interdisciplinary nature of the program, a course of study will be tailored to each student's own scholarly interest, research, and proposed career direction. The specific quantity and content of each student's course of study will acquire approval by the student's Master's Advisory Committee. General course requirements are outlined below and in the section of this Bulletin entitled Program of Study for the M.S. in Environmental Sciences. Applicants are advised that admission to the Graduate School does not imply admission to the M.S. in Environmental Sciences Program.

ADMISSION REQUIREMENTS

Students seeking admission into the Master of Science in degree program in Environmental Sciences must meet the admission requirements of the Graduate School and the specific program requirements. The Environmental Sciences master's degree program accepts students with a variety of undergraduate and graduate majors, including the humanities, social sciences, natural sciences, and engineering. Preparation for the required program coursework should include the following courses:

Mathematics: applied statistics and introductory calculus.

Sciences: three quarters or two semesters in any combination of chemistry, biology, physics, earth science, or atmospheric science. At least one semester/quarter must be in chemistry.

Students lacking some of this preparation may be accepted for admission, but expected to address such deficiencies prior to entrance by means of formal coursework or other arrangements agreed upon by the applicant and the Graduate Program Committee. Potential students must have a sponsoring graduate faculty member within Arkansas State University, who will act as advisor until a thesis topic or practicum is designated. For advisor selection suggestions, contact the program office or go to the departmental web pages to research faculty research interests and then contact them directly and relate your interests.

Applicants are also expected to have a working knowledge of computer systems and software.

For unconditional admission, academic proficiency must be established through satisfaction of either of the following admission selection criteria:

1. A minimum cumulative undergraduate grade point average of 3.00 in the last 60 hours or established graduate level proficiency.
2. Applicants should furnish two letters of reference from former professors or associates acquainted with their academic qualifications. Lastly, a letter of intent from the applicant is needed detailing the nature of their interests and career goals.

International student applicants must demonstrate a satisfactory level of proficiency in the English language if English is not their native language. To do so, they must submit a score of 213 (computer based) on the Test of English as a Foreign Language or must satisfactorily complete Advanced Level II of the university's Center for English as a Second Language program.

ADMISSION TO GRADUATE PROGRAMS IN ENVIRONMENTAL SCIENCES

Applicants to the Graduate Programs in Environmental Sciences must hold a baccalaureate or master's degree (BA, BS, MA or MS) from an accredited institution in a relevant field of study. Students should apply to either the PhD or MS program. For both programs, applicants must submit the following to the Graduate School:

1. A completed application for admission to the Graduate Program in Environmental Sciences. Applicants are encouraged to submit the application no later than January 15 for the fall semester and August 15 for the spring semester. Forms are available from the Graduate School.

2. A \$30 nonrefundable application fee for MS program, \$50 nonrefundable application fee for Ph.D. program. Checks must be made payable to Arkansas State University. If applications are received without payment, the Graduate School will hold all application materials and notify the applicants that no action will be taken until payment is received. International students may utilize a check or an International Postal Money Order to remit payment in U.S. currency.
3. One copy of official transcripts of all previous undergraduate and graduate coursework attempted, to be sent directly from the institution(s) previously attended. The Graduate School will compute the graduate GPA by counting all graduate courses completed, including any repeated courses.

Applicants to the Graduate Program in Environmental Sciences must possess a baccalaureate degree from an accredited four-year institution and meet the admission requirements of the Graduate School. Applicants should be aware that the breadth of the course work in this program demands that students have a basic background in several disciplines. Preparatory courses for this program may include:

- **Mathematics:** Calculus I as well as an applied statistics course or second semester Calculus course.
- **Chemistry:** A first and second semester chemistry course sequence.
- **Biology:** A first and second semester biology course sequence.
- **Earth Science:** A first and second semester earth science course sequence.
- **Economics:** An introductory level economics course.
- **Political Science:** American government, United States history or world history.

Students should contact the Program Director for details regarding course requirements for specific focus areas within the program. Students lacking the appropriate courses for their chosen focus area can be admitted into the program but may be required to complete preparatory course work before enrolling in specific graduate core courses. Applicants are also expected to have a working knowledge of computer systems and software. In some cases, the Environmental Sciences Graduate Program Committee may agree to substitute equivalent, documented work experience in the environmental field for specific courses and, in rare cases, other criteria for admission. Contact the Program Director for questions in these matters.

- Three letters of recommendation to be reviewed by the Environmental Sciences Graduate Program Committee. Note that both recommendation by the Environmental Sciences Graduate Program Committee and approval by the Dean of the Graduate School are required for admission to the program.
- Scores from the Graduate Record Examination showing a combined score of 1000 on the verbal and quantitative sections of the exam.
- International student applicants must demonstrate a satisfactory level of proficiency in the English language if English is not their native language.
- Statement of Purpose. In essay form, state your reasons for undertaking graduate study in the Environmental Sciences. Please describe your qualifications for the academic program to which you are applying and your objectives in undertaking this program. Applicants to the doctoral program should clearly outline their research interests. We are interested in how the applicant's interests would complement those research interests of the faculty. Applicants to master's program should discuss their plans for their academic and professional career and how the Graduate Program in Environmental Sciences will help them attain their goals.
- Resume (C.V.) List all colleges and universities attended, major extracurricular activities and employment, detailing particularly those relevant to your proposed field of study; any honors or prizes awarded; and publications and research projects with which you have been associated.

MASTER'S ADVISORY COMMITTEES

Each student is expected to identify a master's advisory Committee chair during the first year of their program of study. The Master's Advisory Committee will consist of members of the graduate faculty and other professionals as deemed appropriate and approved by the Environmental Sciences Gradu-

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

ate Program Committee and the Graduate Council. Each committee must have at least three members and at least one member must be from outside the student's emphasis area. Committee membership is subject to the approval of the Environmental Sciences program director, review by the dean's office, and final approval by the Graduate Dean. The committee is to review the student's thesis or practicum proposal and to provide guidance toward the successful completion of the research of practicum project. Students in the program without a designated committee chair during their first semester will be assigned an interim adviser by the Environmental Sciences Graduate Program Committee. The primary role of the interim adviser will be to establish a tentative curriculum for the student pending establishment of the Master's Advisory Committee. An interim adviser may serve for a maximum of one year until the student selects a permanent Advisory committee chair.

Membership of advisory committees may be changed if either the student or a member of their committee feels that such a change is appropriate and the requested change is approved by the Environmental Sciences Graduate Program Committee and the Graduate dean. Such a change will not be approved except in clearly unusual circumstances. If approval is given, the student will be notified in writing by the Graduate School. A Master's Advisory Committee chair must be a member of the graduate faculty and must be approved to direct the research of doctoral students by the Graduate Council and the graduate dean.

PROGRAM OF STUDY

A program of study, to be developed by the student in consultation with the Master's Advisory Committee, is to be submitted to the Director of the Environmental Sciences Program for approval no later than one calendar year after admission to the program. Programs of study must change to meet course requirements and match the student's academic goals, scholarly aspirations and career preparation needs. Each Master's Advisory Committee will meet at least once a semester to review and provide record of the student's progress.

SATISFACTORY PROGRESS

Students are required to earn a grade of "B" or better in all graduate courses. Any student who receives a C must repeat the course (or equivalent) regardless of GPA. If a student receives a C and is placed on academic probation they will have one semester to increase the GPA above a 3.0 or will be removed from the program. A student who receives 2 C's in one semester or who received an additional C prior to re-taking the course in which the first C was earned or who receives a C while on probation will be terminated from the program. Any student who receives an F or D in any course will be removed from the program. If the GPA is below 3.0 students will not be eligible for program support.

TIME TO DEGREE

A minimum of four semesters of graduate study beyond the baccalaureate degree is required. All requirements for the degree must be completed within eight calendar years of admission to the program. A student exceeding the time limit may be required to repeat the qualifying examinations, replace out-of-date credits with up-to-date ones, and/or show other evidence of being current within both the core curriculum and the student's emphasis area. Extension of the eight-year requirement will be granted only if a student has obtained prior approval from his or her Master's Advisory Committee, the Environmental Sciences Graduate Program Committee and the Arkansas State University Graduate School.

RESIDENCE REQUIREMENT

One year of full-time residence at Arkansas State University normally will be required. This requirement may be waived under special circumstances if approved by the student's Master's Advisory Committee, the Environmental Sciences Graduate Program Committee and the Arkansas State University Graduate School.

COMPREHENSIVE EXAMINATION – THESIS TRACK

This examination is required by the Program, but takes a variety of forms in the case of individual students. The precise requirements is determined by the student's choice of emphasis area and the student's advisory committee and approved by the Director of the Graduate Program in Environmental Sciences. The goal of the examinations is to assess the student's preparedness for master's level study and assess the student's potential in their chosen field. The examination of may be written or oral in part or in whole. The subject(s) of the examination may include core course work and/or work relevant to the student's specialty area. Possible outcomes of the examination are (i) pass, (ii) fail with the option to retake (one time only) the examination, or (iii) fail. Students who fail initially or after the second attempt will be removed from the program. It should be noted that there is a Program Requirement that ten calendar weeks must pass before a retake of this examination may be scheduled. This examination must be taken prior to the end of the third semester in residence.

THESIS PROPOSAL – THESIS TRACK

Each M.S. Thesis track student must pass the oral research proposal defense examination. Possible outcomes of the examination are (i) pass, (ii) fail with option to retake (one time only) the examination, or (iii) fail. The oral defense of the research proposal occurs after successful completion of the comprehensive examination. Students who have not defended their proposal by end of their third semester or who have not passed by the end of their forth semester will no longer be in good standing in the M.S. Program. It should be noted that there is a Program requirement that ten calendar weeks must pass before retake of the oral proposal defense may be scheduled.

It is imperative that each student register the time and date of the oral proposal defense with the Graduate School two weeks in advance of the proposal defense seminar. Announcements of the public portion of the proposal defense must be posted a minimum of two weeks in advance of the presentation. The timing of this examination should be in coordination with the student's advisory committee.

INTERNSHIP – PRACTICUM TRACK

Students on the M.S. Practicum Track must complete their internship no later than the fourth semester in residence. Internships must be approved by the Graduate Program Committee and internship supervisors must complete the required paperwork no later than the semester prior to the internship. Students will complete an internship report to be defended to their internship supervisor and M.S. committee. Internship reports, once approved, must be submitted to the Program Office no later than the forth semester upon completion of the internship. The Internship examination will follow the defense of the report. Possible outcomes of the examination are (i) pass, (ii) fail with option to retake (one time only) the examination, or (iii) fail. Students who fail initially or after the second attempt will be removed from the program. It should be noted that there is a Program requirement that ten calendar weeks must pass before a retake of this examination may be scheduled. This examination must be taken prior to the end of the forth semester in residence. The final internship approval will be based on the supervisor's report, approval of the report by the M.S. committee, and passing the internship examination.

CONTINUOUS ENROLLMENT

The Graduate Program in Environmental Sciences has a continuing enrollment policy. Students must enroll for a minimum of 1 hour of dissertation credit each semester after passing qualifying examinations to remain in the program (Fall or Spring) and must only register for these hours during the summer sessions if graduating during a summer session.

THESIS DEFENSE – THESIS TRACK

After the research is completed, the student will submit a draft of the thesis to his or her advisory committee. Upon the recommendation of the committee, the candidate will arrange with the chair of his or her advisory committee to schedule and conduct a presentation of the results. The candidate will also be required to orally defend the thesis before the Master's Advisory Committee, members of the faculty, students, and interested persons. Arrangements for the thesis defense will be made through

the Environmental Sciences Program Office, but announced by the Graduate School. Students are advised to be aware of the deadlines set by the Graduate School for submission of defense results and theses. The defense must occur at least four weeks before the date of graduation. A successful defense receives no more than one negative vote by the members of the Master's Advisory Committee. Failure of the defense requires a one semester probation before a second defense can be scheduled. A second failure of the defense constitutes elimination from the program.

INTERNSHIP REPORT AND DEFENSE – PRACTICUM TRACK

Students will complete a written internship report to be defended to their internship supervisor and M.S. Committee. Internship reports, once approved, must be submitted to the Program Office no later than the fourth semester or upon completion of the internship. The Internship examination will follow the defense of the report. Possible outcomes of the examination are (i) pass, (ii) fail with option to retake (one time only) the examination, or (iii) fail. Students who fail initially or after the second attempt will be removed from the program. It should be noted that there is a Program requirement that ten calendar weeks must pass before a retake of this examination may be scheduled. This examination must be taken prior to the end of the fourth semester in residence. The final internship approval will be based on the supervisor's report, approval of the report by the M.S. Committee, and passing the internship examination.

SUBMITTING THESIS

The completed thesis must follow the style and format requirements of the Graduate School as contained in the Guide Theses and Dissertations: Preparation and Electronic Submission. Before submission to the graduate dean, the completed thesis must be approved by the advisory committee. Candidates will also be responsible for the preparation of an abstract of the thesis, not to exceed 300 words, which will be submitted with the completed thesis. Four copies of the completed thesis will be submitted by candidates for approval by the graduate dean and for binding. The bound copies will be on file with the ASU Library, the Graduate School, the Environmental Sciences program office, and the chair of the advisory committee.

INTERNSHIP COMPLETION AND APPROVAL – PRACTICUM TRACK

The final internship approval and award of degree will be based on the supervisor's report, approval of the report by the M.S. committee, and passing the internship examination.

CHECKLIST FOR THE LAST SEMESTER BEFORE GRADUATION

- In the last semester before graduation, candidates must register for the graduation fee.
- File an Intent to Graduate Form with the graduate dean by the relevant deadline.
- Complete the oral defense of the dissertation.
- Submit the dissertation by the relevant deadline.

Environmental Sciences

Master of Science

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
Environmental Chemistry/ Soil and Water Science (select one of the following): CHEM 5043, Environmental Chemistry GEOG 4633/5633, Climatology PSSC 4713/5713, Soil Quality Assessment and Interpretation PSSC 4813/5813, Soil Fertility PSSC 4853/5853 Soil and Water Conservation	3
Environmental Policy, Law & Economics (select one of the following): ECON 6353, Environmental Economics POSC 5533, Environmental Law and Administration POSC 6173, Environmental Policy Processes	3
Interdisciplinary Environmental Studies (select one of the following): AGRI 6243, Environmental Sustainability BIO 5613, Conservation Biology BIO 6623, Case Studies in Ecosystem Management AND BIO 6621, Case Studies in Ecosystem Management Lab ESCI 6303, Global Water Issues	3-4
Sub-total	9-10
Additional Requirements:	Sem. Hrs.
Select two hours from the following: <i>One hour in Topical Seminar required</i> ESCI 7111, Environmental Science Seminar ESCI 7121, Topical Seminar in Environmental Sciences	2
ESCI 7151, Responsible Conduct in Research	1
Statistics (select two of the following courses or course/lab combinations): AGRI 6213, Experimental Designs AGRI 5233, Experimental Agricultural Statistics BIO 5683, Biological Data Analyses BIO 6603, Environmental Systems Analysis AND BIO 6601, Environmental Systems Analysis Lab STAT 6613, Nonparametric Statistics STAT 6623, Statistical Methods with SAS Programming STAT 6643, Multivariate Analysis STAT 6653, Data Analysis I: Regression Analysis STAT 6663, Data Analysis II: Analysis of Variance (ANOVA) STAT 6673, Design of Experiments STAT 6833, Biostatistics	6-7
Sub-total	9-10
Specialty Area:	Sem. Hrs.
Each student will normally take courses in their specialty area sufficient to bring the total number of credits to the minimum of 30 required, beyond the bachelor's degree, for the M.S. in Environmental Sciences.	-
Thesis/Practicum/Internship:	Sem. Hrs.
Select one of the following: ESCI 613V, Independent Research in Environmental Sciences (Internship) ESCI 614V, Environmental Sciences Internship (Practicum) ESCI 689V, Thesis	6
Total Required Hours:	30

Program of Study for the Master of Science in Molecular Bioscience

PROGRAM DESCRIPTION

The inter-disciplinary Master of Science in Molecular Biosciences Program prepares students to pursue scientific research or technology driven careers in multiple fields ranging from agriculture to medicine, from forensics to environmental sciences, from food sciences to renewable energy. The program provides training and research opportunities integrating molecular, genomic, cellular and developmental concepts, with a strong emphasis on interdisciplinary approaches and state-of-the-art technologies to address real world problems.

ADMISSION REQUIREMENTS

Students seeking admission into the Master of Science in Molecular Biosciences Program must meet the admission requirements of the Graduate School in addition to the Program's specific requirements that includes a combined (verbal and quantitative) Graduate Record Examination (GRE) score of 300 or above. Each applicant must have a B.S. in basic or applied science. Some required MBS courses have prerequisites which must be met in order to succeed in these classes. These courses may include general and organic chemistry, biochemistry, introductory biological science, and cell biology. Based on previous undergraduate coursework, students may be required to pass one or more of these prerequisite courses before attempting graduate level study in this field.

COURSE REQUIREMENTS

All candidates Master of Science in Molecular Biosciences are required to complete the specified core courses and elective courses, or their equivalent, as directed by the student's advisor and the members of the student's Advisory Committee. All candidates must attend Molecular Biosciences Seminar for a minimum of two semesters when in residence on campus. Each student must complete a minimum of 15 hours of Molecular Biosciences approved course work (including the specified 9 credits in Core Technical courses, 1 credit in Responsible Conduct in Research and 3 credits from the Techniques in Molecular Biosciences course and two credits of seminar). Students must also take 6 hours of thesis research credits along with any other academic studies required by the student's Advisory Committee. The committee may alter or require additional academic work as it deems appropriate to meet the student's specific program needs. The committee will also provide a written plan of study by semester for each student.

Any additional coursework requirements will be determined by the Graduate Advisory Committee to meet the student's specific program needs. Each candidate for the Master of Science in Molecular Biosciences degree must execute an original research project culminating in the completion and defense of a thesis.

Molecular Bioscience

Master of Science

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
MBS 6213, Advanced Cell Biology	3
MBS 6233, Specialized Biochemistry	3
MBS 6243, Molecular Genetics and Genomics	3
MBS 625V, Techniques in Molecular Biosciences	3
MBS 7111, Seminar in Molecular Biosciences (two semesters)	2
MBS 7151, Responsible Conduct in Research	1
MBS 6896, Thesis	1-6
Additional approved Molecular Biosciences courses	-
Sub-total	30-36
Total Required Hours:	30-36

Program of Study for the Master of Science in Biology

ADMISSION REQUIREMENTS

Students seeking admission into the Master of Science degree program in Biology must meet the admission requirements of the Graduate School and the specific program requirements.

In addition, applicants for the M.S. program in Biology will be evaluated by the department for academic qualification based upon their undergraduate academic record, score on the Graduate Record Examination, and letters of reference. Specific requirements include:

1. A minimum of 18 undergraduate hours in the biological sciences and an undergraduate grade point of 2.75 or greater (on a 4.0 scale). Students judged to be deficient in some areas of undergraduate preparation may be assigned certain undergraduate prerequisite courses.
2. A recommended GRE combined verbal and quantitative score of 295.
3. Three letters of reference.
4. A statement of educational objectives and career goals.

Applicants not meeting all of the above departmental criteria may be admitted on a conditional basis if they meet the Graduate School admission requirements. A candidate for the Master of Science degree in Biology must fulfill a research tool requirement in addition to completing the 30 hours required for the degree.

Biology

Master of Science

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
BIO 6003, Scientific Methods and Research Design	3
BIO 638V, Thesis	6
6000-level Biological Sciences electives (at least two courses)	-
Procedures, Tool and Statistics courses, as approved by graduate committee.	3-4
Sub-total	-
Electives:	Sem. Hrs.
Elective courses in biology or graduate elective courses as approved by graduate committee, as needed to complete 33-34 hours.	-
Total Required Hours:	33-34

Program of Study for the Professional Master of Science in Biotechnology

The Professional Master of Science in Biotechnology program prepares students to compete successfully for existing and future careers in biotechnology. The program offers classroom instruction on concepts and theory, integrated with intensive laboratory experience focusing on techniques and communication skills required for professional biotechnologists. It is an interdisciplinary program composed consists of 36 academic credits. This includes two intensive laboratory methods courses and a directed professional internship with a minimum of 300 laboratory hours in an industry or government laboratory research agency that each student must complete. The internships focus on intensive training and students are required to compose a PowerPoint presentation and a professional portfolio illustrating accomplishments achieved during their internship experiences.

ADMISSION REQUIREMENTS

Students seeking admission into the Professional Master of Science in Biotechnology program must meet admission requirements of the Graduate School. In addition, full admission status requires satisfaction of the following criteria:

- A baccalaureate degree with a minimum science GPA of 2.75 (undergraduate science courses). Preference is given to students with a degree in the biological and chemical sciences.
- Verbal, Analytical, and Quantitative GRE Scores:
 - GRE Exam before Fall 2011 - Minimum combined Verbal and Quantitative Score of 1000
 - GRE Exam after Fall 2011 - Minimum combined Verbal and Quantitative Score of 300
- Three (3) Letters of Recommendation
- Personal Statement of Career Goals

All applications are due by May 1st. International applicants are also required to submit TOEFL scores with a minimum IBR score of 79. Exceptions to these requirements are made on an individual basis.

Biotechnology

Professional Master of Science

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
BIO 6023, Genetic Engineering	3
BIO 6033, Biosafety & Ethics in Research	3
BIO 6143, Introduction to Biotechnology & Research Design	3
BIO 6144, Biotechniques I Laboratory	4
BIO 6154, Biotechniques II Laboratory	4
BIO 6196, Internship in Biotechnology	6
BIO 6233, Specialized Biochemistry	3
MBS 6213, Advanced Cell Biology	3
MGMT 6433, Entrepreneurship	3
Approved electives	4
Sub-total	36
Total Required Hours:	36

Program of Study for the Master of Science in Chemistry

ADMISSION REQUIREMENTS

Along with the admission requirements of the Graduate School, students entering the graduate program in Chemistry must take the general GRE and have a minimum score of 300. In addition, students that do not have an undergraduate degree in Chemistry must take the GRE chemistry subject exam. All students must submit a transcript and give two choices of focus area interests (to be designated by the department faculty). Examples of focus areas: Inorganic synthesis, spectroscopy, biochemistry, etc.

Applications will be reviewed by the department Graduate Program Committee, which will make recommendations on acceptance, acceptance with deficiencies or non-acceptance. A letter of acceptance/ denial will be sent to students. If the student has deficiencies, these will be noted along with the expected increase in length of time necessary to complete the degree.

Upon arrival, all students will be given qualifying exams to determine proficiency in the areas of Analytical, Inorganic, Organic and Physical Chemistry. Students scoring below a minimum score will be expected to take remediation in the area by repeating undergraduate courses in that area with a grade of C or better. These courses will not count as graduate credit. Students scoring above the minimum but less than the optimum score on the exam will be required to take the respective core course. Those scoring above the optimum score may test out of the respective core course (see below).

Chemistry

Master of Science Thesis Option

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
CHEM 6353, Advanced Analytical Chemistry	3
CHEM 6393, Advanced Organic Chemistry	3
CHEM 6403, Advanced Inorganic Chemistry	3
CHEM 6433, Advanced Physical Chemistry	3
CHEM 689V, Thesis <i>May only be taken once a research advisor has been chosen.</i>	6
Sub-total	18
Electives: No more than six hours of graduate courses with a prefix other than CHEM may be applied toward the MS degree.	Sem. Hrs.
Electives (as determined by student's thesis committee) selected from the following: <i>Independent Study and Special Topics courses may only be taken once a research advisor has been chosen.</i> Graduate Research in Chemistry (may be repeated for up to 9 hours credit) Special Topics: Research in (specialty area) Chemistry (3 hours) Independent Study (3 hours) Biochemistry Pharmacology Instrumentation Inorganic Chemistry Environmental Chemistry EVS or MBS courses	12
Total Required Hours:	30

Chemistry

Master of Science Non-Thesis Option

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
CHEM 6353, Advanced Analytical Chemistry	3
CHEM 6393, Advanced Organic Chemistry	3
CHEM 6403, Advanced Inorganic Chemistry	3
CHEM 6433, Advanced Physical Chemistry	3
Sub-total	12
Electives: No more than six hours of graduate courses with a prefix other than CHEM may be applied toward the MS degree. Students completing the MS non-thesis option must pass a comprehensive exam in the last semester of study.	Sem. Hrs.
Electives (as determined by Graduate Program Committee) selected from the following: Biochemistry Pharmacology Instrumentation Inorganic Chemistry Environmental Chemistry Special Topics EVS or MBS courses Summer Research Internship <i>A student may apply to a research lab for 6 hours of summer research credit which may count as six of the elective hours. Can only be taken once.</i>	18
Total Required Hours:	30

Program of Study for the Master of Science in Computer Science

ADMISSION REQUIREMENTS

Students seeking admission into the Master of Science degree program in Computer Science must meet the admission requirements of the Graduate School. In addition, applicants will be evaluated by the department for academic qualification based upon the following requirements:

1. A minimum of 18 undergraduate hours in Computer Science and an undergraduate grade point of 3.00 or greater on a 4.0 scale.
2. A minimum Graduate Record Exam (GRE) combined verbal and quantitative score of 290.
3. Three letters of reference.
4. A statement of educational objectives and career goals.

Applicants not meeting all of the above departmental criteria may be admitted on a conditional basis if they meet the Graduate School admission requirements. Upon arrival, all students will be given an assessment exam to determine proficiency in basic topics in Computer Science. Students judged to be deficient in some areas of undergraduate preparation shall be required to complete certain undergraduate prerequisite courses as determined by department faculty. Students may not take 6000-level courses for credit until all undergraduate course deficiencies have been completed.

ACCELERATED MASTERS PROGRAM

Undergraduate students seeking admission into the Accelerated Masters Program in Computer Science must meet the admission requirements of the Graduate School. In addition, applicants will be evaluated by the department for academic qualification based upon the following requirements:

1. minimum overall GPA of 3.00
2. minimum GPA of 3.25 in CS courses (exclusive of CS 1013 and 1114)
3. completion of CS 3113

Applicants not meeting all of the above departmental criteria may be admitted on a conditional basis if they meet the Graduate School admission requirements. After admission into the accelerated masters program, undergraduate students may take up to 9 hours of 5000-level coursework as part of the Accelerated Masters Program.

SATISFACTORY PROGRESS

Students are required to maintain a "B" average in all graduate coursework in Computer Science and approved Mathematics/Statistics courses. If a student is placed on academic probation, they must increase the GPA to at least 3.0 within one semester or they will be removed from the program. A student who receives two "C"s in one semester or receives a "C" while on probation will be terminated from the program. A student who receives one "F" will be removed from the program.

Computer Science

Master of Science

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
Minimum of eighteen hours of 6000 level Computer Science and approved Mathematics and/or Statistics coursework inclusive of thesis.	
Theory: CS 5133, Compiler OR CS 5723, Automata Theory	3
Systems (select one of the following): CS 5313, Computer Networks CS 6213, Parallel Processing CS 6223, High Performance Computing CS 6233, Distributed Systems	3
Algorithms: CS 5713, Analysis of Algorithms	3
Computer Science Electives	18
Computer Science, Mathematics, and/or Statistics Electives, <i>Subject to the prior approval of the Computer Science Curriculum Committee.</i>	6
Sub-total	33
Total Required Hours:	33

Program of Study for the Master of Science in Mathematics

ADMISSION REQUIREMENTS

Students seeking admission into the Master of Science degree program in Mathematics, must meet the admission requirements of the Graduate School and the specific program requirements. Students may not take 6000-level courses for credit until all undergraduate deficiencies have been removed.

Mathematics

Master of Science

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
Minimum 21 hours of 6000-level coursework excluding thesis.	
Select three of the following two-semester sequences: MATH 6823, Functions of a Real Variable I AND MATH 6833, Functions of a Real Variable II MATH 6853, Functions of a Complex Variable I AND MATH 6863, Functions of a Complex Variable II MATH 6603, Abstract Algebra I AND MATH 6613, Abstract Algebra II MATH 6653, Data Analysis I AND MATH 6663, Data Analysis II MATH 6753, Point Set Topology AND MATH 6623, Differential Geometry MATH 6873, Numerical Analysis I AND MATH 6883, Numerical Analysis II STAT 6703, Statistical Analysis I AND STAT 6713, Statistical Analysis II	18
MATH/STAT Electives	12
Approved electives in related area	6
Sub-total	36
Total Required Hours:	36

Ph.D. Minor in Statistics

The Ph. D. Minor in Statistics is designed to give graduate students in doctoral programs a rich foundation and core competency in statistical design and analysis skills, and to provide education and training for interested students whose doctoral research includes a substantial amount of statistical methodology or data analysis. These students will benefit from broad and enriched perspective in the fundamentals and applications of statistics.

ADMISSION REQUIREMENTS

Students seeking the Ph.D. Minor in Statistics must be admitted to an ASU doctoral program.

CURRICULUM

The Ph.D. Minor in Statistics requires at least 12 hours of 6000-level courses with a STAT prefix. A grade of B or better must be earned in each course counted toward the minor. STAT courses which satisfy requirements of the student's graduate program may also count toward the Minor in Statistics. In addition to course work, students must demonstrate the ability to apply statistical methodology to problems in research. Sections or chapters of a dissertation must provide such a demonstration. Administration of the Ph. D. Minor in Statistics is through the Department of Mathematics and Statistics. A member of the statistics faculty must be on the student's graduate committee.

The following provides one example of a set of courses that satisfies the course work portion of the Ph.D. Minor in Statistics.

Ph.D. Minor in Statistics

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Course Requirements:	Sem. Hrs.
STAT 6623, Statistical Methods with SAS Programming	3
STAT 6653, Data Analysis I: Regression Analysis	3
STAT 6663, Data Analysis II: Analysis of Variance	3
STAT 6673, Design of Experiments	3
Sub-total	12
Total Required Hours:	12

Program of Study for the Master of Science in Education Degree in Biology

ADMISSION REQUIREMENTS

Students seeking admission into the Master of Science in Education degree program in Biology must meet the admission requirements of the Graduate School and the specific program requirements. In addition, applicants for the M.S.E. program in Biology will be evaluated by the department for academic qualification based upon their undergraduate academic record, score on the Graduate Record Examination, and letters of reference. Specific requirements include:

1. A minimum of 18 undergraduate hours in the biological sciences and an undergraduate grade point of 2.75 or greater (on a 4.0 scale). Students judged to be deficient in some areas of undergraduate preparation may be assigned certain undergraduate prerequisite courses.
2. A recommended GRE combined verbal and quantitative score of 290.
3. Three letters of reference.
4. A statement of educational objectives and career goals.
5. A valid teaching certificate based on a four-year teacher education program.

Applicants not meeting all of the above departmental criteria may be admitted on a conditional basis.

Biology

Master of Science in Education

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Professional Education Core Courses:	Sem. Hrs.
ELFN 6763, Philosophies of Education OR PSY 6513, Advanced Educational Psychology	3
ELFN 6773, Introduction to Statistics and Research	3
Select one of the following: ELCI 5523, Middle School Curriculum ELCI 6063, Curriculum Management ELCI 6523, Secondary School Curriculum ELFN 6763, Philosophies of Education (<i>if not taken previously</i>) PSY 6513, Advanced Educational Psychology (<i>if not taken previously</i>)	3
Sub-total	9
Program Requirements:	Sem. Hrs.
Three Biological Science electives, exclusive of Independent Study, Seminar, and Thesis.	-
Electives	-
Sub-total	21
Total Required Hours:	30

Program of Study for the Master of Science in Education Degree in Chemistry

ADMISSION REQUIREMENTS

Students seeking admission into the Master of Science in Education degree program in Chemistry must meet the admission requirements of the Graduate School and the specific program requirements. In addition, applicants must have completed a minimum of 18 semester hours of professional education courses including the requirements for a valid teaching certificate based on a four-year teacher education program. Applicants who do not meet the requirements for a valid teaching certificate based on a four-year teacher education program will be required to complete the undergraduate courses required for such a certificate. These courses may be completed concurrently with graduate work, but must be completed before the degree is awarded.

For unconditional admission, academic proficiency must be established through satisfaction of either of the following admission selection criteria:

A minimum cumulative undergraduate grade point average of 3.00 (or 3.25 on the last 60 hours) or a minimum score of 300 on the combined verbal and quantitative sections of the Graduate Record Examination (GRE).

Chemistry

Master of Science in Education

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Professional Education Core Courses:	Sem. Hrs.
ELFN 6763, Philosophies of Education OR PSY 6513, Advanced Educational Psychology	3
ELFN 6773, Introduction to Statistics and Research	3
Select one of the following: ELCI 5523, Middle School Curriculum ELCI 6063, Curriculum Management ELCI 6523, Secondary School Curriculum ELFN 6763, Philosophies of Education (<i>if not taken previously</i>) PSY 6513, Advanced Educational Psychology (<i>if not taken previously</i>)	3
Sub-total	9
Program Requirements:	Sem. Hrs.
CHEM 5224, Instrumentation	4
CHEM 6353, Advanced Analytical Chemistry	3
CHEM 6393, Advanced Organic Chemistry	3
CHEM 6403, Advanced Inorganic Chemistry	3
Chemistry or Approved Electives	8
Sub-total	21
Total Required Hours:	30

Program of Study for the Master of Science in Education Degree in Mathematics

ADMISSION REQUIREMENTS

Students seeking admission into the Master of Science in Education degree program in Mathematics Education must meet the admission requirements of the Graduate School and the specific program requirements. In addition, applicants must have completed a minimum of 18 hours of professional education courses including the requirements for a valid teaching certificate based on a four-year teacher education program. Applicants who do not meet the requirements for a valid teaching certificate based on a four-year teacher education program will be required to complete the undergraduate courses required for such a certificate. These courses may be completed concurrently with the graduate work, but must be completed before the degree is awarded.

For unconditional admission, academic proficiency must be established through satisfaction of either of the following admission selection criteria:

- A minimum cumulative undergraduate grade point average of 3.00 (or 3.25 on the last 60 hours) and a raw score of at least 30 on the Miller Analogies Test (MAT) or a minimum score of 790 on the combined verbal and quantitative sections of the Graduate Record Examination (GRE).
- A minimum cumulative undergraduate grade point average of 2.75 (or 3.00 on the last 60 hours) and a raw score of at least 35 on the MAT or a minimum score of 820 on the combined verbal and quantitative sections of the GRE.

For conditional admission, academic proficiency must be established through satisfaction of either of the following admission selection criteria:

- The total undergraduate GPA is 2.50 AND when the undergraduate GPA is multiplied by 10 and then multiplied by the MAT score the total is at least 600.
- The total undergraduate GPA is 2.50 AND when the undergraduate GPA is multiplied by the GRE score the total is at least 1850.

Mathematics

Master of Science in Education

University Requirements:	
See Graduate School Degree Policies for additional information (p. 35)	
Professional Education Core Courses:	Sem. Hrs.
ELFN 6763, Philosophies of Education OR PSY 6513, Advanced Educational Psychology	3
ELFN 6773, Introduction to Statistics and Research	3
Select one of the following: ELCI 5523, Middle School Curriculum ELCI 6063, Curriculum Management ELCI 6523, Secondary School Curriculum ELFN 6763, Philosophies of Education (<i>if not taken previously</i>) PSY 6513, Advanced Educational Psychology (<i>if not taken previously</i>)	3
Sub-total	9
Program Requirements:	Sem. Hrs.
Approved MATH/STAT Electives	21
Total Required Hours:	30

English Learning Academy

ENGLISH AS A SECOND LANGUAGE PROGRAM

The English Learning Academy (ELA) at Arkansas State University-Jonesboro has a dynamic and progressive English as a Second Language (ESL) program that actively serves students in obtaining English proficiency for undergraduate and graduate study.

The ESL program is comprehensive in design and structure, implementing a multi-pronged approach focusing on communicative language instruction. Classroom instruction, along with structured, practical activities including community service, promotes and reinforces students' fluency. Instruction is implemented through methods similar to those experienced in the university classroom.

The program consists of five levels plus a Foundations of English level for students with little or no background in English. Courses include instruction in the four skills of reading, writing, listening, and speaking, along with specialized instruction in pronunciation. Grammar and vocabulary instruction are systematically embedded throughout all the content-based modules and courses utilizing texts, abundant ancillary materials, activities, and student-centered instruction. The program interweaves all basic language skills to further emulate real-life language usage, as well as experiences students will have while matriculating in the university. Students enrolled in the program can expect to be engaged in learning that facilitates language acquisition and provides a solid foundation in skills necessary for successful study at the university level. These skills include language-based technology skills, note taking, critical thinking and analysis, preparing and delivering oral presentations, working in groups, and academic writing.

ESL VISION AND MISSION STATEMENTS

It is the vision of the ELA that all students completing the program will be linguistically, culturally and academically prepared to succeed in university courses taught in English.

To achieve this vision, the program seeks to develop students' linguistic competency, cultural awareness, and critical thinking skills to enable them to experience academic success and to have positive intercultural experiences when enrolled in university-level courses.

ADDITIONAL PROGRAM INFORMATION

The ELA offers college preparatory language courses to international students who wish to pursue undergraduate or graduate studies at ASU but do not meet the English language proficiency requirement for admission. Students who matriculate through the program and successfully complete Level 5 are eligible to enter undergraduate or graduate studies with no further need for language proficiency examination, such as the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Students must complete all course work with a grade of B or higher for all ESL courses from Foundations of English through Level 4. In the final course, Level 5 students must maintain a B average to progress to undergraduate studies. All students who are candidates for graduate studies must maintain an A average in Level 5.

Detailed information and answers to questions about the English as a Second Language program can be obtained by e-mailing ELA@ASU.edu or by telephone at +1 870-972-2329.

State Licensures and Authorizations

ALABAMA

Licensure: The Alabama Commission on Higher Education, and the State of Alabama Department of Post-secondary Education have licensed Arkansas State University pursuant to the Alabama Private School License Law, Code of Alabama, Title 16-46-1 through 10 to offer instruction in the following programs:

Master of Science in Education - Curriculum and Instruction
Master of Science in Education - Educational Theory and Practice
Master of Science in Education - Instructional Specialist in Special Education K-12
Bachelor of Science - Interdisciplinary Studies
Specialist of Education in Educational Leadership

Alabama Students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 334-242-0035 or <http://www.alsde.edu> to verify whether these programs qualify for teacher certification, endorsement, or salary benefits. State approval of a program does not indicate eligibility for educator licensure. It is the responsibility of the student to verify whether or not an education degree offered through Arkansas State University will lead to licensure in Alabama. Students must contact the above Alabama department to verify whether or not education degrees offered through Arkansas State University will lead to licensure in Alabama.

INDIANA

This institution is authorized by: The Indiana Board for Proprietary Education 101 W. Ohio St., Suite 670 Indianapolis, IN 46204-1984.

KANSAS

Licensure: The Kansas Board of Regents has granted a Certificate of Approval for Arkansas State University to offer the following programs:

Educational Specialist-Educational Leadership
Master of Science in Education - Curriculum and Instruction
Master of Science in Education - Educational Leadership
Master of Science in Education - Educational Theory and Practice
Master of Science in Education - Instructional Specialist in Special Education K-12
Master of Science in Education - Gifted, Talented & Creative
Master of Public Administration
Bachelor of Science - Interdisciplinary Studies

Kansas Students: Contact the Kansas State Department of Education at 785-291-3678 or <http://www.ksde.org/> to verify whether these programs qualify for teacher certification, endorsement, or salary benefits.

MISSOURI

Licensure: The Missouri Department of Higher Education has authorized Arkansas State University to offer the following programs:

Doctor of Nursing Practice
Educational Specialist-Educational Leadership
Master of Science in Education - Curriculum and Instruction
Master of Science in Education - Educational Leadership
Master of Science in Education - Educational Theory and Practice
Master of Science in Education - Instructional Specialist in Special Education K-12
Master of Science in Education - Gifted, Talented & Creative
Master of Public Administration
Master of Science in Sport Administration
Master of Business Administration
Master of Science in College Student Personnel Services
Master of Science in Disaster Preparedness and Emergency Management
Bachelor of Science - Interdisciplinary Studies
Bachelor of Science in Nursing - RN-BSN

Missouri Students: Contact the Missouri Department of Elementary and Secondary Education at 573-751-4212 to verify whether these programs qualify for teacher certification, endorsement, or salary benefits.

TENNESSEE

Licensure: Arkansas State University is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility. Contact information for the Tennessee Higher Education Commission (Postsecondary Education Authorization): 404 James Robertson Parkway, Suite 1900 Nashville, TN 37243 phone: (615) 741-3605 Web: <http://www.tn.gov/thec/>.

Master of Science in Education - Curriculum and Instruction
Master of Science in Education - Educational Leadership
Students must complete degree by July 1, 2012
Master of Science in Education - Educational Theory and Practice
Master of Science in Education - Instructional Specialist in Special Education K-12
Master of Science in Education - Gifted, Talented & Creative
Master of Business Administration
Master of Public Administration
Master of Science - Sport Administration
Bachelor of Science - Interdisciplinary Studies
Bachelor of Science in Nursing- RN-BSN
Specialist of Education in Educational Leadership

Tennessee Students: Contact the Tennessee Department of Education at (615) 532-4885 or <https://www.tn.gov/education/> to verify whether these programs qualify for teacher certification, endorsement, or salary benefits.

Disclosure on Transferability of Credits per Tennessee Higher Education Commission SECTION 1. Tennessee Code Annotated, Title 49, Chapter 7, Part 1, is amended by adding the following language as new, appropriately designated section: § 49-7-1_.

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

Credits earned at Arkansas State University may not transfer to another educational institution. Credits earned at another educational institution may not be accepted by Arkansas State University. You should obtain confirmation that Arkansas State University will accept any credits you have earned at another educational institution before you execute an enrollment contract or agreement. You should also contact any educational institutions that you may want to transfer credits earned at Arkansas State University to determine if such institutions will accept credits earned at Arkansas State University prior to executing an enrollment contract or agreement. The ability to transfer credits from Arkansas State University to another educational institution may be very limited. Your credits may not transfer and you may have to repeat courses previously taken at Arkansas State University if you enroll in another educational institution.

You should never assume that credits will transfer to or from any educational institution. It is highly recommended and you are advised to make certain that you know the transfer of credit policy of Arkansas State University and of any other educational institutions you may in the future want to transfer the credits earned at Arkansas State University before you execute an enrollment contract or agreement.

The Tennessee Higher Education Commission's website maintains useful information for students and the public: <http://www.tn.gov/thecl/>.

THEC-Postsecondary Authorization Complaint Forms can be accessed here:

<http://www.tn.gov/thecl/article/postsecondary-links>

The institutional student academic grievance procedure is outlined in the Arkansas State University Student Handbook. Furthermore, contact information for Arkansas Department of Higher Education and Tennessee Higher Education Commission, Division of Postsecondary School Authorization is provided below:

Tennessee Higher Education Commission-Division of Postsecondary School Authorization

Parkway Towers Suite 1900
404 James Robertson Parkway
Nashville, TN 37243
Attention: Complaints- 615-741-5293

Arkansas Department of Higher Education

423 Main Street, Suite 400
Little Rock, AR 72201
501-371-2000
Email: ADHE_Info@adhe.edu
Website: <http://www.Adhe.edu>

TEXAS

Certificate of Authorization: Arkansas State University is authorized by the Texas Higher Education Coordinating Board to grant Master's Degrees. Arkansas State University meets the standards set forth in the rules of the Texas Higher Education Coordinating Board and qualifies for an exemption pursuant to Subchapter G, Chapter 61, Texas Education Code and, Defined in Chapter 7.3 of Board rules. Arkansas State University is authorized to conduct courses, grant degrees, grant credit toward degrees, and to use certain protected academic terms in the State of Texas. Authority of for this exemption will continue as long as the institution maintains its accreditation status with the North Central Association of Colleges and Schools, The Higher Learning Commission (NCA-HLC) and standards acceptable to the Coordinating Board.

Accreditation: Arkansas State University is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools; 312/263-0456, <https://www.hlcommission.org/>.

Course Descriptions

COLLEGE OF AGRICULTURE AND TECHNOLOGY

Adult Education (AE)

- AE 5513. Introduction to Adult Education** An in-depth study of the growth and development of adult education in the United States. Analysis of contemporary issues and trends in adult education.
- AE 5523. Psychology of the Adult** A study of the adult with emphasis on (1) learning theories and developmental processes; (2) major contributors to the adult learning discipline; and (3) psychological aspects of middle and later life challenges and crises.
- AE 5533. Methods and Materials for the Adult Learner** Theory and application of methods and materials essential to effective instruction in adult education. Emphasis on writing objectives, classifying content, classroom management, and utilizing media.
- AE 5543. Teaching Reading to Adults** Problems in teaching reading to adults. Special emphasis on individual differences, materials of instruction, and measuring reading ability.
- AE 5553. Practicum in Adult Education** A series of educational experiences designed to place students in a cooperative relationship with an experienced adult educator while under university supervision. Emphasis is placed on practice teaching and related on-the-job activities of adult educators.
- AE 5563. Special Problems in Adult Education** Individual research on problems related to the education of adults. Prerequisite: permission of professor.

Agricultural Business and Economics (AGEC)

- AGEC 5023. International Commodity Marketing** Development and coordination of activities related to marketing agricultural commodities and food products in foreign markets. Emphasis given to identification and analysis of market size, location, mix, methods and changes in trading for commodities and food products in international markets, and role in food supply chain management. Prerequisite: Any economics or management foundation course, permission of professor.
- AGEC 5033. Agricultural Law** Farm laws pertaining to land purchases, legal descriptions, leases, mortgages, security agreements, fences, drainage, irrigation, pollution, and quarantines. Prerequisite: AGECE 1003 or ECON 2313 or ECON 2323.
- AGEC 5043. Land Economics** Physical characteristics as related to land use; the economics of land use. Principles of land utilization, classification, conservation, zoning, and land-use planning. Prerequisite: AGECE 1003.
- AGEC 5053. Agricultural Finance** A study of the financial elements of the farm business. Emphasis will be given to the use of and sources of agricultural credit. Prerequisite: AGECE 1003 or ECON 2313 or ECON 2323.

- AGEC 5083. Agricultural Policy and Current Issues** Economic developments in agriculture; role of the government in agriculture and policies affecting rural people are considered. Text and current information are utilized. Prerequisite: AGECE 1003 or ECON 2313 or ECON 2323.
- AGEC 6003. Advanced Agricultural and Food Marketing** Recent developments in food, crop and livestock marketing. A study of costs and efficiencies associated with various agricultural and food marketing channels. Application of firm theory to agricultural and food marketing.
- AGEC 6013. Advanced Agricultural Price Analysis** Rigorous analysis of economic determination of agricultural and food prices in markets separated by time, geographically dispersed, and government influenced. Characteristics of specific agricultural product types and prices under alternative structures; relationship to global food supply chain.
- AGEC 6023. Advanced International Agribusiness and Food Marketing** Principles, barriers, policies, strategies, and decisions involved in international marketing of agricultural commodities and food products. Combines agribusiness marketing concepts with strategic international marketing, export documentation, market analysis and applications. Include development and presentation of an international agribusiness marketing plan.
- AGEC 6033. Strategic Agribusiness and Food Management** Practical application of operational and strategic decision-making tools to agribusiness; emphasis on problem recognition and economic analysis to production, marketing, and financial decisions facing agribusiness and food marketing firms. It includes applied strategic concepts, analysis, and problem solving skills to manage agribusiness and food marketing firms.
- AGEC 619V. Thesis**
- AGEC 6253. Econometrics** Application of regression analysis on time-series and cross-sectional data to empirically verify economic theory. Various estimation techniques including regression and simultaneous equation models, serial correlation, heteroscedasticity, panel data and instrumental estimation methods are discussed.

Agricultural Education (AGED)

- AGED 5473. International Agri. Study Tour** This course is intended to help students develop awareness and perspective of international agricultural enterprises and educational programs, and how world agricultural systems relate to and impact the U.S. agricultural system. Includes a focus on environmental issues related to food and fiber production. Dual listed as AGED 4473.
- AGED 6393. Non-Thesis Research Experience** Supervised research project, submitted to and approved in advance by the student's graduate advisory committee, resulting in a project report presented and defended to the student's advisory committee. A member of the committee must agree to serve as supervisor.
- AGED 659V. Thesis**

Agricultural Systems Technologies (AGST)

- AGST 5003. Modern Irrigation Systems** The course will cover methods, equipment, current issues and future directions of irrigation, irrigation design and scheduling, drainage systems, irrigation measurements, performance evaluation, and impact on productive and sustainable agriculture. Prerequisite, MATH 1033 and PSSC 2813. Dual listed with AGST 4003. Spring.
- AGST 5013. Precision Application Technology** Techniques in soil and crop homogeneity detection and variable-rate precision application of crop inputs to increase productivity and enhance environmental sustainability. Dual listed with AGST 4013. Spring.

- AGST 5773. Remote Sensing** The course will cover the image acquisition and image processing methods using ERDAS Imagine software as the analytical assessment package.
- AGST 6543. Advanced Geographic Information Systems** Advanced GIS using Arc GIS software as the analytical assessment package. Prerequisites: PSSC 3543 Fundamental of GIS and GPS or instructors consent.

Animal Science (ANSC)

- ANSC 5633. Diseases of Farm Animals** The prevention, treatment, and control of common diseases, including problems of hygiene and sanitation. Prerequisite: ANSC 3633.
- ANSC 5663. Principles of Breeding** The basic principles underlying reproduction and the application of genetic principles to the improvement of farm animals with emphasis on selection, crossbreeding, linebreeding, and inbreeding.
- ANSC 5673. Digestive Physiology and Nutrition of Domestic Animals** A discussion of the role of nutrients and physiological and metabolic mechanisms involved in nutrient utilization by domestic animals. Emphasis will be placed on food-producing animals, horses, dogs, cats, and catfish. Prerequisite: ANSC 1613.
- ANSC 5683. Theriogenology** A course that teaches the anatomy, physiology, endocrinology, and biochemistry of reproduction in farm animals. This course also introduces students to methods of manipulating reproduction within livestock systems. Management topics include artificial insemination, estrus synchronization, induction of parturition, embryo transfer and reproductive disease prevention.
- ANSC 5691. Laboratory for Advanced Animal Nutrition** This laboratory is designed to provide students with theories and skills associated with nutrition-related laboratory analyses.
- ANSC 5693. Integrated Poultry Management** Production principles and problem solving strategies used by vertically-integrated poultry companies. Prerequisite: ANSC 2703 or permission of professor.
- ANSC 5712. Advanced Animal Nutrition** Emphasis will be placed on computer-aided formulation of diets and supplements for domestic animals (livestock, poultry, pets, exotics and catfish). Class discussions will focus on industrial feed formulation problems, regulatory policies, and biotechnology in the feed industry. Prerequisite: ANSC 3613.
- ANSC 5733. Endocrinology of Farm Animals** A study of the endocrinology system and its role in lactation, reproduction, digestion and metabolism.
- ANSC 5743. Equine Nutrition** Principles of nutrition and their application to feeding horses will be taught. Digestive physiology, sources of nutrients, feeding and grazing programs for various classes of horses and interactions of nutrition, diseases, and environment will be discussed.
- ANSC 6003. Current Issues in Animal Agriculture** A discussion of current issues affecting production and human use of animal products for food, fiber, and medicine (D).
- ANSC 679V. Thesis**

Agriculture (AGRI)

- AGRI 5233. Experimental Agricultural Statistics** Fundamental concepts of experimental and statistical methods as applied to agricultural research.

- AGRI 5523. Applied Modern Biotechnology** An introduction to the principles and the applications of modern Biotechnology with emphasis on the applications of recombinant DNA technology to solve environmental and human health problems. The review of major biotechnology companies and bio-products is also included.
- AGRI 5433. Organic Agriculture Production** Principles and practices of organic production in plant and animal systems including: certification requirements, soil fertility, crop rotation, variety and breed selection, health management strategies, optimizing yield and quality, nutrition and feeding, ethical issues, processing, storage and marketing.
- AGRI 619V. Thesis**
- AGRI 6203. Intermediary Metabolism** Integration of biochemistry and physiology with nutrition of livestock and agronomic plants.
- AGRI 6213. Experimental Designs** A course that teaches the basic principles of statistics to be able to design experiments properly and to draw valid conclusions from the results. Includes material on the most common experimental designs in use, correlation, regression, and mean separation. Prerequisite: AGRI 4233.
- AGRI 6243. Environmental Sustainability** Study of environmental impacts of socio-economic development. Examines complex interactions between development and environment and discusses integrative systems approach for achieving sustainability in all human development activities. Agriculture, energy, air, development, cultural, economic and political issues related to sustainable natural resources addressed.
- AGRI 6303. Global Water Issues** Overview of current and historical water quality and quantity issues shaping human civilization. Emphasizes water issues facing regions of dense population and intensive agriculture. Importance of ground and surface water, ecosystem, sustainability, economic and policy issue of water are investigated.
- AGRI 6351. Graduate Seminar, Research Orientation** Provide pedagogy related to assembling graduate committee, developing and submitting degree plans, developing thesis or non-thesis research proposal and formally present the degree plan, literature background and plan of thesis or non-thesis research project to the faculty and other students.
- AGRI 6361. Graduate Seminar, Grant Proposals** Provide pedagogy related to developing research grant proposals using a federal funding agency format and guidelines and formally present the grant proposal to the faculty and other students.
- AGRI 6371. Graduate Seminar, Final Research Proposal** Formal presentation to the faculty and other students of student's completed thesis research project or non-thesis research experience, and defense of research results and interpretation.
- AGRI 638V. Independent Study**
- AGRI 6393. Non Thesis Research Experience** Supervised research project, submitted to and approved in advance by the student's graduate advisory committee, resulting in a project report presented and defended to the student's advisory committee. A member of the committee must agree to serve as supervisor.

Food Science and Technology (FDST)

- FDST 5333. Food Microbiology** Relation of microorganisms to food spoilage; food borne illness and intoxication; general food and water quality; standard methods used for food and public health laboratories. Prerequisite: BIO 2103 Microbiology and BIO 2101 Microbiology Lab.
- FDST 6213. Food Security and Safety Assurance** Current issues in food supply chain including security and safety; Industrial and international food safety concerns; principles and practices of HACCP. Prerequisite: FDST 3203 Food Quality Assurance or FDST 2503 Food Safety and Sanitation.

Horticulture (HORT)

- HORT 5233. Commercial Vegetable Production** Origin, nutritive value, botany and cultural production practices of major vegetable crops, emphasizing sustainable practices, soil management, IPM for insects, diseases and weed, with discussion of organic practices and economics of wholesale farmers' markets.
- HORT 5253. Greenhouse Management** Construction, operational practices, and general management of greenhouses and associated structures. Lecture two hours, laboratory two hours per week. Prerequisite: HORT 2253.
- HORT 5273. Nursery Management** Principles and practices involved in the production, management, and marketing of field-grown and container-grown nursery plants. Lecture two hours, laboratory two hours per week. Prerequisite: HORT 2253.
- HORT 5323. Plant Propagation** Principles, practices, and methods employed in the propagation of plants, emphasizing anatomical features and physiological principles involved in sexual and asexual propagation. Lecture two hours, laboratory two hours per week. Prerequisite: HORT 2253.
- HORT 6253. Plant Nutrition** A study of nutrient elements within the plant; mechanism involved in nutrient absorption, transport and utilization.
- HORT 6263. Current Topics in Horticulture** Emphasis will be placed on such subjects as plant propagation, greenhouse construction and management.

Plant and Soil Science (PSSC)

- PSSC 5313. Plant Growth and Development** Auxins, gibberellins, and various other regulators of plant growth; also phenomena such as flowering and dormancy.
- PSSC 5343. Seed Production, Processing and Analysis** Methods of producing quality seeds and seed stocks, processing methods, and techniques of seed analysis and grading.
- PSSC 5713. Soil Quality Assessment and Interpretation** A study of the indicators of soil quality, documentation and measurement of soil quality, interpretations of soil quality, impacts and effects of management on soil quality, and the role of conservation planning in improving soil quality.
- PSSC 5813. Soil Fertility** A study of the principles involved in maintaining and increasing fertility of the soil. Lecture two hours, laboratory two hours per week.
- PSSC 5853. Soil and Water** Study of soil and water management practices and strategies as it relates to agriculture, urban planning, and natural resources. Sustainability of the soil resource will be the main focus of this course.
- PSSC 5863. Soil Chemistry** Chemical properties and constituents of soils, determination of several important elements, application to soil fertility.
- PSSC 5873. Soil Physics** Soil physical properties and measurements, with emphasis on the relation to plant growth. Lecture two hours, laboratory two hours per week.
- PSSC 5883. Soil Microbiology** Soil organic matter in relation to soil organisms. Lecture two hours, laboratory two hours per week.
- PSSC 639V. Thesis**
- PSSC 6803. Soil and Crop Production** Soil classes as affecting crop production; fertility, drainage, texture, structure, organic matter.
- PSSC 6813. Investigative** Procedures in Agricultural Research Analytic laboratory procedures required for agricultural research. Lecture one hour, laboratory four hours per week.

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

Vocational Education (VOED)

- VOED 5503. Foundations of Adult Education in Vocational Education** Historical and philosophical development; comparison of vocational and non-vocational adult education; development and evaluation, teaching methods, and issues and trends in adult vocational education programming.
- VOED 5513. Activities for Teaching Career and College Readiness** Course provides opportunity for current or future teachers to study and demonstrate the essential knowledge and skills appropriate in the career development and college readiness courses. This will incorporate activity based learning using appropriate technologies.
- VOED 5533. Methods of Organizing and Teaching Career Development** A study of curricula, methods and techniques involved in teaching career development as related to the 15 occupational clusters in the world of work.
- VOED 5553. Educators In Industry** A course devoted to career awareness in relation to the modern workplace. The course is conducted in cooperation with local businesses and industries. Research, on-site instruction, and work experiences are involved.
- VOED 5573. Problems in Teaching Cooperative Education** Teaching cooperative education in all vocational services of program areas, history, purposes, administration, methods, organization and conduct of the programs.
- VOED 5583. Methods and Materials for Teaching the Adult** Emphasis on the methodologies, techniques and materials applicable to the adult learner based upon personal needs.
- VOED 6393. Non-Thesis Research Experience** Supervised research project, submitted to and approved in advance by the student's graduate advisory committee, resulting in a project report presented and defended to the student's advisory committee. A member of the committee must agree to serve as supervisor.
- VOED 6403. The Beginning Vocational Teacher Internship** This course assists beginning teachers develop a strong foundational experience in their first and second year on which they can build their professional careers.
- VOED 645V. Current Topics in Agricultural or Vocational Education** Emphasis will vary as issues in vocational education develop. Topics will include curriculum, mission, new technology and products and their effects upon local agricultural education or vocational education programs and student learning.
- VOED 6463. Resource Management in Vocational Education** Management of the fiscal affairs and capital facilities of a vocational-technical school is covered with emphasis on competency demonstration in an actual vocational-technical school setting.
- VOED 6473. School and Community Relations in Vocational Education** Procedures for initiating and maintaining productive working relationships between the local vocational- technical school and the community it serves are covered with emphasis on competency demonstration in an actual vocational-technical school setting.
- VOED 649V. Independent Study**
- VOED 6503. Program Management in Vocational Education** Procedures for planning, developing and evaluating vocational education programs are studied, with emphasis on competency performance in actual vocational education settings.
- VOED 6513. History and Principles of Vocational Education** Historical and philosophical development of vocational education, economic and social impact, issues, trends, principles and objectives of vocational education, and its relationship to other educational programs.
- VOED 6523. Student Services Management in Vocational Education** Procedures for the development and supervision of student services programs unique to vocational education programs are studied, with emphasis on competency performance in actual vocational education settings.

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- VOED 6533. Human Resource Management in Vocational Education** Selection, supervision, management and evaluation of vocational school personnel, and the design and implementation of programs for staff development are studied with emphasis on competency performance in actual vocational education settings.
- VOED 6543. Administration and Supervision of Adult and Vocational Education** A study of the problems and procedures involved in the supervision and administration of vocational education. Considered from the national, state, and local levels.
- VOED 655V. Educators in Industry Internship** Emphasis of this experience is to assist educators in developing first-hand understanding of general and technical knowledge and skills that are relative to their classroom teaching situation
- VOED 6563. Instructional Management in Vocational Education** Procedures for planning, developing and evaluating instructional programs appropriate to vocational education are studied with emphasis on competency performance in actual vocational education settings.
- VOED 6573. Introduction to Research and Evaluation in Vocational Education** Course will include historical development of educational research and evaluation, interpreting published research, planning, conducting, writing, and evaluating research and assessments related to vocational education.
- VOED 658V. Laboratory Experiences in Vocational Education** Supervised activities designed to apply new and/or innovative approaches to the operation of a local vocational-technical school or program. The design, identification, and application of innovative and exploratory approaches will be stressed.
- VOED 659V. Thesis**

COLLEGE OF BUSINESS

Accounting (ACCT)

- ACCT 5013. Tax Accounting I** This course examines the laws, rules, and procedures of Federal Income Taxes for individuals. In addition, the business events and transactions which influence taxable income for individuals are studied. Prerequisite: ACCT 2133.
- ACCT 5023. Advanced Accounting and International Issues** Advanced study of accounting concepts and problems in the areas of business combinations, partnerships, and international accounting. Prerequisite, C or better in ACCT 3033.
- ACCT 5113. Tax Accounting II** A continuation of Tax Accounting I. Emphasis in this course will be on Federal Income Tax Laws for Partnerships, Fiduciaries and Corporations. Prerequisite: ACCT 4013.
- ACCT 5123. Government and Not-For-Profit Accounting** Accounting concepts and reporting standards for state or local government entities and not for profit organizations. Emphasis is on areas covered in CPA exam content specifications. Prerequisite: ACCT 3013 with a C or better.
- ACCT 5153. Fraud Examination** A study of how and why occupational fraud is committed, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved. Prerequisite: ACCT 2133.
- ACCT 5173. Advanced Cost Accounting** Continued examination of accounting issues from the viewpoint of the manager. Emphasis is on current issues relevant to cost and managerial accounting. Prerequisite, C or better in ACCT 3053.
- ACCT 6003. Accounting for Planning and Control** The course is an introduction to the concepts of cost analysis and management control with a focus on the application of the conceptual framework of financial and managerial accounting to practical situations. Prerequisites: ACCT 2133 or MBA 5003.
- ACCT 6023. Current Accounting Problems** A critical analysis of current accounting and reporting problems. Emphasis is on both the theoretical and pragmatic aspects of accounting practices. Prerequisite: ACCT 2133.
- ACCT 6043. Tax Planning and Research** This course introduces the master's degree student to the basic concepts, methods, and tools of tax research. The coverage is broad, exploring the general framework of tax law. Prerequisite: ACCT 4113 or 5113.
- ACCT 6063. Contemporary Auditing** Issues In-depth study of significant pronouncements of the auditing standards board (Professional Standards Vols. 1 & 2) and from the governmental auditing area. Prerequisite: ACCT 4053 with a C or better.
- ACCT 6073. Seminar in Financial Accounting Theory** Modern accounting theory; its background and applications, with emphasis on the authoritative pronouncements, including comparisons of U.S. and International Accounting Standards. This capstone course will culminate in a written issues paper and a presentation of the results of the research. Students must be in their last semester of coursework. A grade of B or better will be required for graduation.
- ACCT 6083. Ethics and Professional Responsibility** The course will provide the student with a framework for making ethical decisions in the context of accounting. In addition, the course will provide an introduction to professional responsibility with a particular focus on the CPA profession. Prerequisite: Admission to one of the College of Business Graduate Programs.
- ACCT 6093. Directed Individual Study** Detailed individual research directed by graduate faculty, resulting in a paper and presentation. Consent of instructor and approval of prospectus by graduate business programs director required.

ACCT 670V. Accounting Internship Provides practical accounting experience by assigning students to work in a meaningful capacity in an outside organization. Detailed paper required. Must have approval of Internship Proposal by graduate business programs director and department chair. Only three hours of credit may be applied to degree requirements. Prerequisite: Must have completed 15 hours of graduate courses toward degree as eligibility for internship and have an overall GPA of 3.0 or higher.

Business Administration (BUAD)

BUAD 600V. Independent Study Prior approval must be granted by the department chair.

BUAD 6703. Internship May be repeated once. Grade earned will be Pass or Fail.

BUAD 6706. Internship May be repeated once. Grade earned will be Pass or Fail.

Economics (ECON)

ECON 5323. Public Expenditure and Taxation Deals with public revenues, the theory of taxation, institutions and problems of the revenue system as a whole, and the effects of the taxing, spending, lending, and borrowing by government units upon the national income and employment. Prerequisites: ECON 2313, 2323 or 2333.

ECON 5333. Government Regulation of Business Survey of theoretical treatments of oligopoly, natural monopoly, and market failures; review of antitrust statutes applicable to price-fixing, monopoly, mergers, vertical restraints, and price discrimination; social welfare trade-offs associated with public regulation of electric, natural gas, cable TV, and telecommunications firms. Not available for credit for MBA degree. Prerequisites: ECON 2313, 2323.

ECON 6093. Directed Individual Study Detailed individual research directed by graduate faculty, resulting in a paper and presentation. Consent of instructor and approval of prospectus by graduate business programs director required.

ECON 6253. Econometrics Application of regression analysis on time series and cross sectional data to empirically verify economic theory. Various estimation techniques including regression and simultaneous equation models, serial correlation, heteroscedasticity, panel data and instrumental estimation methods are discussed.

ECON 6313. Managerial Economics A complete survey of price theory as applied to business decision making and a summary of public policy toward business. Prerequisites: ECON 2313, ECON 2323, or MBA 502V and 503V.

ECON 6333. Business Cycles and Forecasting Descriptive account of U.S. business cycles; survey of business cycle theory including New Keynesian, and new Classical approaches; review of forecasting techniques such as exponential smoothing and multiple regression. Prerequisite: ECON 2313.

ECON 6353. Environmental Economics This course provides analysis of some of the most important areas of environmental economics. Areas stressed include the economics of pollution control, the application of cost benefit analysis to the environment, the economics of sustainable development, environmental policy development, and global environmental issues. Prerequisites: ECON 3313, Microeconomic Analysis, equivalent, or consent of instructor.

ECON 6703. Economics Internship Provides practical economics experience by assigning students to work in a meaningful capacity in an outside organization. Detailed paper required. Must have approval of Internship Proposal by graduate business programs director and department chair. Only three hours credit may be applied to degree requirements. Prerequisite: Must have completed 15 hours of graduate courses toward degree as eligibility for internship.

Economic Education (ECED)

- ECED 506V. Seminar in Business Issues** Advanced seminars on selected business topics designed to provide in-service teachers with an in-depth examination of the issues surrounding those topics in a variable credit format.
- ECED 5513. Economic Education Workshop** Provides in-service teachers a means for developing a fundamental understanding of our total economic system; its processes, problems, and potentialities. Teachers learn how to relate this understanding to current economic issues and policies. This workshop will satisfy the requirement for teacher certification. Open to in-service teachers, all grades.
- ECED 5523. Special Issues and Methods in Economic Education** A detailed examination of selected contemporary economic issues relevant to institutional economics and teaching methods/materials appropriate for grades kindergarten through 12. Prerequisites: ECED 4513/5513 and/or permission of professor.

Finance (FIN)

- FIN 6053. Financial Statement Analysis** This course will provide an analytical framework for the valuation of corporations and corporate financial statements and a basis for making credit and investment decisions. Prerequisite: admission to the business graduate program.
- FIN 6093. Directed Individual Study** Detailed individual research directed by graduate faculty, resulting in a paper and presentation. Consent of instructor and approval of prospectus by graduate business programs director required.
- FIN 670V. Finance Internship** Provides practical finance experience by assigning students to work in a meaningful capacity in an outside organization. Detailed paper required. Must have approval of Internship Proposal by graduate business programs director and department chair. Only three hours credit may be applied to degree requirements. Prerequisite: Must have completed 15 hours of graduate courses toward degree as eligibility for internship.
- FIN 6723. Corporate Financial Management** Organization, policy, administration, institutions, and instruments involved in financing the modern business corporation. Quantitative financial relations are measured and expressed. Financial plans are prepared for corporations in different industries and in different stages of the business cycle. Financial management appraised and business judgment developed through short problem and case methods. Prerequisite: FIN 3713 or MBA 5003.
- FIN 6733. International Financial Markets** The flow of capital between international markets. It specifically deals with balance of payments, international monetary system, international banking, exchange rates, international money and capital. The international financial problems related to economic development, Eurodollar and Petrodollar markets are also studied.
- FIN 6743. Seminar in Finance** Contemporary topics in financial management will be considered. The primary emphasis will be on current developments in the business finance area. Prerequisite: FIN 3713.
- FIN 6813. Healthcare Finance** Provides students with an understanding of the fundamental theories of finance, with a focus on applications in the healthcare industry.

Global Supply Chain Management (GSCM)

- GSCM 6253. Seminar in Logistics Management** A comprehensive study of business logistics network design and functional activities as they relate to the competitive and supply chain strategies of companies. Prerequisite: MKTG 3013.
- GSCM 6283. Global Supply Chain Management** Systematic review of concepts involved in supply chain management, with emphasis on service suppliers, the organized movement of goods between firms in more than one nation, and the unique aspects of international logistics processes.
- GSCM 6513. Logistics Operations** Study of logistics operations and management techniques applied to warehousing/distribution center operations, purchasing and operation of transportation services, and logistics personnel management.
- GSCM 6523. Sourcing and Procurement** This course addresses the strategic and operational aspects of purchasing functions in private and public organizations. Emphasis will be placed on the development and evaluation of suppliers.

Healthcare Administration (HCA)

- HCA 6003. Healthcare Policies and Ethics** Study of the relationship and importance of developing healthcare policies and adherence to ethical standards from a systems perspective. No prerequisites. Required for all students in healthcare administration concentration and an allowed elective for standard MBA students.
- HCA 6013. Current Issues in Health Care Administration** Study of the major operational and quality issues and challenges facing today's healthcare organizations and their relationship to the effective and efficient administration of these organizations. No prerequisites. Required for all students in healthcare administration concentration and an allowed elective for standard MBA students.
- HCA 6243. Service Marketing Strategy Development** Approaches for establishing distinctive marketing strategies in for-profit/not-for-profit firms relative to service demanded by customers are developed. Included will be analysis of various service providers competing successfully for customers in the global market.
- HCA 6423. Strategic Management** An integrated capstone course focusing on the role of management in crafting and implementing strategy to achieve "fit" between an organization and its environment. An action-based approach involves student teams in developing and presenting strategic plans for public, private, profit and not-for-profit organizations. Prerequisite: All core courses or last semester of enrollment.
- HCA 6703. Internship in Healthcare Administration** Provides practical healthcare administration experience by assigning students to work in a meaningful capacity in an organization. 120 clock hours onsite in required. A detailed paper will be required upon completion of assignment. Must have approval of proposal by graduate program director. Must have completed 15 hours of graduate courses toward the degree. For Healthcare Emphasis majors only.

International Business Studies (IBS)

- IBS 5103. International Trade** The economic theory and history of international trade. Foreign exchange and balance of payments will be stressed. Prerequisites: ECON 2313, 2323.

- IBS 6143. Seminar in International Human Resource Management** International Human Resource Management provides an introduction to the critical issues facing organizations in simultaneously managing their human resources both at home and abroad. Extensive coverage of preparing expatriates for assignments abroad and the issues they will face as managers in a diverse cultural setting. Prerequisite: Admission to the MBA program.
- IBS 6293. Seminar in International Corporate Social Responsibility** This course consists of on-site examination of organizations, agencies, or locales in a various regions of the world. Students will be required to prepare a project that involves social entrepreneurship and/or social awareness in an expatriate setting. After project is prepared, students will be required to implement their respective projects in a 10 day semester break with the intent of making in a difference in country other than their home country. Prerequisite: Admission to the MBA program.
- IBS 6323. Emerging Markets** Western business curriculum is founded on theory and research generated in developed countries, where political, economic, legal, and social institutions are well-developed. This course is designed to train future managers to successfully recognize and contend with the unique emerging market country environment. Prerequisite: Admission to the MBA program.
- IBS 6343. International Business and Investment** This course offers an integrated treatment of theory and policy in international business trade and investment. It deals with the role of government to regulate, restrict, promote or otherwise influence the conduct of international trade and investment. The structure, performance and business strategies of multinational corporations in transcending national jurisdictions are studied. The product planning for export markets and export pricing strategies are analyzed. Emphasis is given on European markets, less developed countries and the Soviet Union.
- IBS 6593. Global Strategic Initiatives** An integrated course examining the complex concepts and issues involved with competing in a global economy. Students will be placed in team competition to present cases to a panel of business professionals. Must be taken after successful completion of 24 hours of graduate work.
- IBS 670V. International Business Internship** Provides practical international business experience by assigning students to work in a meaningful capacity in an outside organization. Detailed paper required. Must have approval of Internship Proposal by graduate business programs director and department chair. Only three hours credit may be applied to degree requirements. Prerequisite: Must have completed 15 hours of graduate courses toward degree as eligibility for internship.

Law (LAW)

- LAW 6023. Law and Ethics in Business** A wide variety of problems in business ethics will be considered and, where appropriate, related to case and statutory law. The legal relationship of employers with employees and the broader community will be discussed.
- LAW 6033. Cyberlaw and E-Commerce** A presentation of legal issues involved when transacting business electronically. Covered topics include online contracting, online marketing, e-commerce and dispute resolution, proper use of intellectual property, electronic privacy, and Internet-use policies. Prerequisite: LAW 2023 or permission of instructor.

Master of Business Administration (MBA)

- MBA 500V. Survey of Accounting** Concepts of Accounting for non-business majors pursuing graduate degrees in business. Intensive outside readings and assignments are required.
- MBA 501V. Survey of Finance** Concepts of Finance for non-business majors pursuing graduate degrees in business. Intensive outside readings and assignments are required.

- MBA 502V. Survey of Microeconomics** Concepts of Microeconomics for non-business majors pursuing graduate degrees in business. Intensive outside readings and assignments are required.
- MBA 503V. Survey of Macroeconomics** Concepts of Macroeconomics for non-business majors pursuing graduate degrees in business. Intensive outside readings and assignments are required.
- MBA 507V. Survey of Law** Concepts of Legal Environment of Business for non-business majors pursuing graduate degrees in business. Intensive outside readings and assignments are required.
- MBA 508V. Survey of Statistics** Concepts of Business Statistics for non-business majors pursuing graduate degrees in business. Intensive outside readings and assignments are required.
- MBA 509V. Survey of Operations Management** Concepts of Operations Management for non-business majors pursuing graduate degrees in business. Intensive outside readings and assignments are required.

Management (MGMT)

- MGMT 6001. Adventures in Leadership and Team Building** Self assessment tools for developing leadership skills and practice in group dynamics. Individual growth and team building through an activity retreat. Must be taken during the first or second semester of the student's program.
- MGMT 6003. Organizational Behavior in Healthcare Organizations** Study of management theories and concepts describing human behavior applied in the healthcare organizations. Emphasis is placed on professionalism, medical staff relations, governance, stress, attitudes, leadership, instruction, communication, conflict resolution, and teamwork.
- MGMT 6013. Human Resource Management for Healthcare Organizations** Study of planning for, acquiring, retaining and maintaining human resources for healthcare services providers.
- MGMT 6093. Directed Individual Study** Detailed individual research directed by graduate faculty, resulting in a paper and presentation. Consent of instructor and approval of prospectus by graduate business programs director required.
- MGMT 6143. Organization Theory** Examines organizations as interdependent systems, stressing structural, environmental, and international considerations using theories and perspectives from sociology, economics, psychology, and strategic management. Stresses practical implications for managing dynamic organizations.
- MGMT 6313. Management Consulting** Focuses on requirements to become a successful management consultant. Students will experience a live consulting engagement with clients from a variety of sectors. Key activities include organizational diagnosis, progress review, preparation of consulting proposal, and presentation of consulting report to client. Prerequisites: ACCT 6003, FIN 6723, MIS 6413, and MKTG 6223.
- MGMT 6403. Seminar in Organizational Behavior and Leadership** Designed to introduce students to the ways individuals and teams work in organizations, with a special emphasis on practical applications for managers. The objective is to improve students' abilities to diagnose, analyze, and take effective action in their organizational work.
- MGMT 6413. Industrial Relations** The factors which condition labor-management relations. The nature and significance of labor disputes are analyzed, together with factors involved in their solution. Special attention is given to the growing importance of wage policies and their impact upon labor-management relations. Prerequisite: MGMT 3123.

- MGMT 6423. Strategic Management** An integrated capstone course focusing on the role of management in crafting and implementing strategy to achieve “fit” between an organization and its environment. An action-based approach involves student teams in developing and presenting strategic plans for public, private, profit and not-for-profit organizations. Prerequisite: All core courses or last semester of enrollment.
- MGMT 6433. Entrepreneurship** Explores the nature of entrepreneurial activity, the basics of business plan development, new venture creation, and small business strategic planning.
- MGMT 6443. Management Development Strategies** The Human Resource Management Function with emphasis on the development of business structures, policies and techniques used in developing human resources in the contemporary business organization.
- MGMT 6453. Seminar in Contemporary Management Issues** A comprehensive study of selected concepts and theories in the field of management. Prerequisite: permission of professor.
- MGMT 6463. Leadership** Leadership theories and their applications are examined. Development of leadership skills is emphasized.
- MGMT 670V. Management Internship** Provides practical management experience by assigning students to work in a meaningful capacity in an outside organization. Detailed paper required. Must have approval of Internship Proposal by graduate business programs director and department chair. Only three hours credit may be applied to degree requirements. Prerequisite: Must have completed 15 hours of graduate courses toward degree as eligibility for internship.
- MGMT 6793. Business Ethics and Social Responsibility** Examines ethical decision making and the various issues in business including social responsibility, environmental protection, privacy, individual rights, OSHA, product liability, equality of opportunity and the morality of capitalism.

Management Information Systems (MIS)

- MIS 6093. Directed Individual Study** Detailed individual research directed by graduate faculty, resulting in a paper and presentation. Consent of instructor and approval of prospectus by graduate business programs director required.
- MIS 6413. Management Information Systems** The spectrum of the information needs of organizations. (1) Provides understanding of the uses of information by operational subsystems such as production, finance, marketing, personnel, etc. (2) Provides an analysis of the information needs of middle and top-level management, and the use of information systems to aid managers in the decision-making process. (3) Provide student with an understanding of the use of information systems to gain competitive advantage and how to manage information as an organizational resource.
- MIS 6423. Network and Telecommunication Management** Study of the technical and managerial issues related to design, operation and maintenance of computer networks. Topics include communication architectures, LANs and WANs, the World Wide Web, and the Internet.
- MIS 6453. Global Electronic Commerce** Provides an understanding of e-commerce as a modern business methodology that addresses the needs of organizations, merchants, and consumers for the delivery of goods and services using information technology. Prerequisite: Graduate standing, basic computer literacy.
- MIS 6463. Information Systems Analysis and Design** Covers basic structured analysis strategies and tools available for the systems study. Discusses the techniques for designing and implementing structured systems from logical designs.
- MIS 6473. Data Mining** Study of the knowledge discovery process, and how decision support systems (DSS) can be utilized to incorporate data mining algorithms for decision-making.

- MIS 6483. Supply Chain and Enterprise Systems** Study of the integration of internal and external supply chains. Adopts both managerial and information technology perspectives, including SCM, ERP, MRP II, and CRM along with supporting processes.
- MIS 6493. Seminar for Information Systems** A study of new concepts, topics, and issues in Information Systems as heralded in current literature. Students are expected to research and report on pertinent topics as to the effects on management and the impact on society.
- MIS 6513. Healthcare Informatics** A study of the emerging field of health and medical informatics with emphasis on generating, storing and accessing healthcare information for management decision making, analyses and evaluation, and research.
- MIS 6523. Simulation for Predictive Decision-Making** Modeling and representing real-world, complex systems on computers to study their behavior in uncertain environments through well-structured experimentation to identify best course of action by predicting the outcomes of various decisions quickly and without taking real risks. Prerequisite: MBA 508V or a prior course in probability and statistics.
- MIS 6543. Business Analytics** This course introduces MBA students to the basic tools in using data to make informed management decisions. This course presents a normative approach to making decisions in one's personal and professional life. It covers optimization, linear programming, simulation, business modeling, data mining and business intelligence. Prerequisite: admission to the MBA program.
- MIS 6573. Advanced Data Mining** An in-depth study of the knowledge discovery process and how it is harnessed for decision support systems (DSS). Emphasis is placed on various DSS models that result from data mining operations including multiple regression, logistic regression and artificial neural networks. Prerequisite: MIS 6473.
- MIS 670V. MIS Internship** Provides practical MIS experience by assigning students to work in meaningful capacities in outside organizations. Detailed paper required. Must have approval of Internship Proposal by graduate business programs director and department chair. Only three hours credit may be applied to degree requirements. Prerequisites: Must have completed 15 hours of graduate courses toward degree.
- MIS 671V. Thesis**

Marketing (MKTG)

- MKTG 6093. Directed Individual Study** Detailed individual research directed by graduate faculty, resulting in a paper and presentation. Consent of instructor and approval of prospectus by graduate business programs director required.
- MKTG 6213. Healthcare Marketing** Management of the interface between healthcare providers and the external environment to promote and position healthcare organizations.
- MKTG 6223. Strategic Marketing** Examines the concepts and processes for gaining competitive advantage in the marketplace. Students will investigate and develop strategies relating to the escalating importance of providing customer satisfaction, responses to diversity in the marketplace, development of new products, and recognition of the challenges from global competition.
- MKTG 6233. Promotional Strategy Planning** Planning and analysis of the promotion mix in the areas of advertising, public relations, personal selling, and sales promotion with particular emphasis upon the marketing implications and future direction of such issues. The focus is on current readings, case analyses, guest speakers, and development of promotional strategy plans.
- MKTG 6243. Services Marketing Strategy Development** Approaches for establishing distinctive marketing strategies in for-profit/not-for-profit firms relative to service demanded by customers are developed. Included will be analysis of various service providers competing successfully for customers in the global market.

- MKTG 6263. Seminar in Contemporary Marketing Issues** A comprehensive study of selected concepts and theories in the field of marketing. Prerequisite: permission of professor.
- MKTG 670V. Marketing Internship** Provides practical marketing experience by assigning students to work in a meaningful capacity in an outside organization. Detailed paper required. Must have approval of Internship Proposal by graduate business programs director and department chair. Only three hours credit may be applied to degree requirements. Prerequisite: Must have completed 15 hours of graduate courses toward degree as eligibility for internship.

COLLEGE OF EDUCATION AND BEHAVIORAL LEADERSHIP

DEPARTMENT OF EDUCATIONAL LEADERSHIP, CURRICULUM AND SPECIAL EDUCATION

Community College Education (CCED)

- CCED 7003. The Community College** A study of the history, philosophy, nature, and functions of the community college movement
- CCED 7013. Learner-Centered Education** A study of the nature of the teaching learning process including emphases on community college curriculum planning, educational technology, and evaluation procedures.
- CCED 7023. Field Study** An intensive study of a selected and approved problem in community college teaching. Prerequisite, screening into SCCT degree program.
- CCED 7033. Special Problems in Community College Education** Prerequisite, screening into SCCT degree program Curriculum and Instruction.

College Student Personal Services (CSPS)

- CSPS 6333. Student Personnel Services in Higher Education** An overview of higher education with emphasis on student personnel service components.
- CSPS 6343. College Student Development** A study of contemporary theory and research related to student development with emphasis on applications to college student personnel services.
- CSPS 6363. Development and Advancement in Higher Ed** This course is intended to provide a theoretical framework. Restricted to Masters in College Student Personnel Services.
- CSPS 6373. Multicultural Dynamics in Higher Education** This course will help professionals effectively support students from increasingly diverse backgrounds. With changes occurring in the world's population demographics, the need for culturally-competent professionals is crucial. We will explore cognitive, affective, and behavioral considerations in supporting culturally diverse students. Restricted to Masters in College Student Personnel Services.
- CSPS 6383. Practicum in College Student Personnel Services** Supervised practice (minimum of 100 clock hours) in a broad array of services typical of student affairs Requires at least 40 hours of direct service with clients, including individual counseling and a minimum 10 hours of group work; at least one hour per week of individual supervision with a program faculty member or designee; and at least one and one-half hours per week of group supervision with a program faculty member. Prerequisites: CSPS 6333, CSPS 6343, COUN 6353, and permission of degree program committee CSPS 6333 must be taken before or concurrently with CSPS 6383.
- CSPS 6393. Assessment, Accreditation, and Accountability in Higher Education** Students examine and evaluate current policies in accreditation, performance-based funding, and federal compliance and analyze best practices in assessment of student learning in higher education. Students design curricular and co-curricular assessments at the course, program, and university levels. Restricted to Masters in College Student Personnel Services.

Curriculum and Instruction (ELCI)

- ELCI 5013. Curriculum and Assessment Instructional Theory and Practice** The course will engage students in the application of basic instructional techniques and fundamentals of educational measurements relevant to classroom situations. It is an option of candidates pursuing the Masters in Educational Theory and Practices.
- ELCI 5313. Coaching Assessment of Student Learning** Focus on skills and knowledge needed to support collaborative inquiry to assess student learning in order to close the gap between preK-12 student learning and intended learning goals. This course is restricted to students enrolled in the Instructional Facilitator (IF) Certification program or with instructor permission.
- ELCI 5403. Facilitating Instruction through Collaborative Partnerships with Adult Learners** Focus on gaining skills and knowledge for facilitating collaborative partnerships with adult learners to increase their preK-12 students' academic achievement. This course is restricted to students enrolled in the Instructional Facilitator (IF) Certification program or with instructor permission.
- ELCI 5513. Teaching Global Perspectives** This course is intended to promote effective teaching of global perspectives through various subject matter in elementary and secondary schools. Course emphasis is the identification, demonstration, and critical evaluation of appropriate instructional strategies and resources.
- ELCI 580V. Special Topics Workshop** A designed series of learning experiences to address the specific needs of in service teachers, administrators, or special services personnel. This course may not be used to satisfy any degree requirements. Course can be repeated for credit.
- ELCI 6043. Reflective Teaching** A focus on assisting teachers to enhance their reflective skills via observation data collection techniques. This course is restricted to students in the MSE in Educational Theory and Practice or with permission from the course instructor.
- ELCI 6063. Curriculum Management** Presents perspectives, skills, and processes necessary for administrators to manage district and building level curriculum and to formalize the curriculum decision-making process.
- ELCI 6083. Supervision and Evaluation of Teaching** This course combines attributes of supervising teaching with the formal aspects of teacher evaluation. Emphasis is upon adult development, clinical supervision, and evaluation process and models extant in public schools.
- ELCI 6093. Educational Media** This course is designed to provide teachers, administrators, supervisors, and librarians with the skills and knowledge required to effectively use instructional media in the classroom and for professional presentations, and to provide them with an understanding of the requirements for an effective multimedia center.
- ELCI 6323. Elementary School Curriculum** This course stresses principles and criteria for the selection and organization of instructional materials and activities for the elementary school.
- ELCI 6423. Middle School Curriculum** A practical and contemporary study of the organization and development of middle school curricula. Emphasis is on the study of subject field content trends, scheduling, curriculum scope and sequence, and student activities.
- ELCI 6493. Curriculum Internship** This capstone course provides students with practical hands-on clinical experience in a school setting. The course will focus on authentic problems and activities that require students to demonstrate dispositions, skills, and practices integral to the performance of the curriculum specialist. Prerequisite: Completion of portfolio.
- ELCI 6523. Secondary School Curriculum** Curriculum planning, improvement, and evaluation in the secondary schools. Emphasis upon the selection and organization of content, the study of factors affecting curriculum revision, and current issues of curriculum development in the modern secondary school.
- ELCI 6533. Theories of Instruction** A review of learning theories followed by an intensive study of various models of teaching available to the classroom teacher with emphasis upon mastery of selected models.
- ELCI 675V. Thesis**

- ELCI 6763. National Boards Teacher Certification Experiential Learning** This course may be used to provide graduate credit for Candidates receiving recommendations for three hours of graduate credit from the American Council on Education (ACE) for completing the process (i.e. having ten Scorable entries) for National Boards Teacher Certification. <https://apps.nbpts.org/ace/begin.cfm>
- ELCI 6766. National Boards Teacher Certification Experimental Learning** This course may be used to provide graduate credit for candidates receiving recommendations for six hours of graduate credit from the American Council on Education (ACE) for receiving National Boards Teacher Certification. <https://apps.nbpts.org/ace/begin.cfm>
- ELCI 6773. National Teaching Standards Capstone Experience** Capstone experience designed to help teachers develop descriptive, analytical, and reflective thinking and writing skills that demonstrate application of the National Board's five core propositions. ELCI 6773 is the last course students take in the MSE in Educational Theory and Practice. All other courses required for this program are prerequisites for ELCI 6773. This course is limited to students enrolled in the MSE in Educational Theory and Practice.
- ELCI 680V. Independent Study**
- ELCI 7523. Curriculum Theory and Practice** A study of current curriculum innovations and their underlying theoretical bases. Emphasis is given to current research on effective schools and to the translation of effective curriculum designs into practice. Prerequisite: completion of an appropriate master's degree in educational administration or curriculum and instruction.
- ELCI 762V. Special Topics in Curriculum**
- ELCI 7723. Field Study** An intensive study of a selected and approved curriculum problem.
- ELCI 775V. Thesis**
- ELCI 780V. Independent Study**
- ELCI 8213. Doctoral Seminar: Curriculum and Instruction** This course is a reflective analysis of school curriculum, grades P-12. Presentations and discussion will focus on the four prevailing curriculum conceptions: Humanistic, societal, technological and academic. Prerequisite: Admission to doctoral program Educational Leadership.
- ELCI 8303. Curriculum Ideology and Instructional Design** This course provides participants with the advanced knowledge of curriculum theories and issues which influence curricular practices. Course participants gain in depth awareness of factors involved in designing, implementing and evaluating curricular programs.

Educational Leadership (ELAD)

- ELAD 6003. School and Community Relations** A study of concepts, programs and procedures for establishing and maintaining positive relations between the school, its constituents, and related agencies. Areas covered include media and public relations, publications, community and parental involvement. Special emphasis is on transitional student support services through interagency collaboration with non-school agencies such as social services, law enforcement, and providers of direct services to persons with disabilities.
- ELAD 6013. Secondary School Administration** A study of the organization and administration of the secondary school. Emphasis upon the pertinent research, and discussion of current issues facing the secondary principal.
- ELAD 6023. Elementary School Administration** A study of the organization and administration of the elementary school. Emphasis upon the pertinent research, and discussion of current issues facing the elementary principal.
- ELAD 6033. Administration and Supervision of Special Education** This course will provide an in-depth study of and an exploration into the administrative processes of special education.

- ELAD 6053. Planning and Resource Allocation** This course addresses planning and resource allocation in public schools. Special attention is given to site-based management responsibilities of the principal.
- ELAD 6073. School Law** A study of the legal aspects of education for the purpose of familiarizing school personnel with the legal features of school organization and administration. The course will consider constitutional and statutory provisions, but the major emphasis will be directed to the study of court decisions relating to education.
- ELAD 6103. Ethical Leadership** This course presents an overview of educational administration for practitioners within the context of ethical and professional behavior.
- ELAD 6273. Legal Aspects of Higher Education** A study of the legal aspects of education for the purpose of familiarizing college and university personnel with the legal features of higher education organization and administration. The course will consider constitutional and statutory provisions, but the major emphasis will be directly to the study of court decisions relating to American post-secondary education.
- ELAD 6313. Higher Education Finance** An examination of the economic principles and fundamental operational financial procedures which affect the American colleges and universities
- ELAD 6323. Organization and Governance of Higher Education** The study of leadership in higher education for the purpose of familiarizing college and university personnel with organization and governance in higher education institutions.
- ELAD 6333. Organization and Administration of College Student Personnel Services** Study of the organization and administration of college student affairs programs and services. Organizational and management principles and practices used within college student affairs settings are discussed.
- ELAD 6423. Special Education Law** A study of the legal aspects of special education with emphasis given to the following six principles of special education law: (1) zero project, (2) nondiscriminatory classification, (3) individualized and appropriate education, (4) least restrictive placement, (5) due process, and (6) parent participation.
- ELAD 650V. Thesis**
- ELAD 6593. Supervised Internship** This capstone course provides students with practical hands-on clinical experience in a school setting. The course will focus on authentic problems and activities that require students to demonstrate leadership skills, and practices integral to the performance of the school administrator at the building level. Prerequisite: Completion of portfolio.
- ELAD 680V. Independent Study**
- ELAD 7013. School Personnel Administration** An examination of emerging professional responsibilities and ethical practices; current selection, retention, and promotion practices; and designs for salary schedules and fringe benefits.
- ELAD 7023. School Business Management** A consideration of systems and procedures for accounting, budget planning and preparation, auditing, purchasing, and bonding.
- ELAD 7033. Contemporary Issues in American Education** Analysis of significant contemporary issues confronting American education.
- ELAD 7043. Management of Operational Systems for Learning** A comprehensive study of educational facilities, transportation, and food services programs for school district administrators. Administrators learn to use data logically and systematically to provide effective services and make decisions.
- ELAD 705V. Special Problems in Educational Administration**
- ELAD 7073. Schooling in a Pluralistic Society** An examination of diverse cultural backgrounds represented in the nation's schools. Emphasis is placed on understanding educational and cultural issues along with identifying agencies and programs that are designed to facilitate and nurture learning environments.
- ELAD 7103. School District Administration** An examination of the effective performance patterns for school district superintendents with emphasis given to the relationships among the local board of education, superintendent, school personnel, and the community.

- ELAD 7473. Field Study** An intensive study of a selected and approved administrative problem.
- ELAD 7493. Supervised Internship** A supervised clinical experience in a school district with emphasis on authentic problems and activities that require students to demonstrate leadership, skills, and practices integral to the performance of the school district administrator. Prerequisite: Completion of all required program coursework, portfolio, and/or permission of department chair.
- ELAD 750V. Thesis**
- ELAD 780V. Independent Study**
- ELAD 8043. Advanced Organizational Theory and Inquiry** An examination of the theoretical assertions and empirical knowledge claims regarding the behavior of organizations with emphasis on implications of recent developments for leadership practice. Prerequisite: Admission to doctoral program.
- ELAD 8053. Perspectives on an Academic Career in Higher Education** A focus on preparing future faculty for balancing various roles in higher education, addressing freedoms and responsibilities associated with teaching, research, and service along with ideas for securing employment and advancing in a professional career. This course is restricted to PhD students or with permission of instructor.
- ELAD 8203. Politics of Education** This course explores the political perspective of school administration and provides the practitioners with strategies and realizations critical to being a successful political influence in schooling. Prerequisite: Admission to doctoral program.
- ELAD 8211. Integrative Seminar I** Synthesizes concepts and knowledge from each corresponding seminar and previous course content to build a systems orientation toward change and an understanding of organizational culture. Prerequisite: Admission to doctoral program.
- ELAD 8221. Integrative Seminar II** Synthesizes concepts and knowledge from each corresponding seminar and previous course content to build a systems orientation toward change and an understanding of organizational culture. Prerequisite: Admission to doctoral program. Corequisites: ELAD 8253 and ELAD 8203.
- ELAD 8231. Integrative Seminar III** Synthesizes concepts and knowledge from each corresponding seminar and previous course content to build a systems orientation toward change and an understanding of organizational culture. Prerequisite: Admission to doctoral program. Corequisites: ELFN 8783 and ELFN 8773.
- ELAD 8243. Epistemology and Pedagogy** An overview of the major concepts of epistemology and learning with emphasis on understanding research theories and best teaching practices. This course is restricted to students in the educational leadership doctorate program (Ph.D.).
- ELAD 8253. Educational Policy and the Law** A study of the relationship of law and policy, and legal decision and educational practice. Among issues addressed are the relationship between schooling and the state, the nature and scope of students' and teachers' substantive and procedural rights, and the many meanings of educational opportunity. Emphasis is given to consideration of the tension among political, professional, and legal authority at the local level and the distinctive policy role of the federal government. Prerequisite: ELAD 6073 and admission to doctoral program.
- ELAD 8313. Doctoral Seminar: Educational Leadership Practices I** A study of the professional applications of theoretical and empirically-based leadership practices with specific application to administration of educational institutions. Prerequisite: Admission to doctoral program and permission of the professor.
- ELAD 8333. Organization Development in Education** Application of research and practice to problems of change and innovation in education. Assessment and intervention strategies for school improvement efforts will be examined. Prerequisite: Admission to doctoral program.
- ELAD 8343. Comparative Education** A study of international education with a focus on acquiring knowledge associated with global education practices and their implications in a rapidly changing society. This course is restricted to students in the educational leadership doctorate program (Ph.D. & Ed. D.).

- ELAD 8411. Succeeding in the PhD Program** Emphasis on tasks and roles students in PhD programs must master to maximize their opportunity for success. Prerequisite: Entry into the Center for Excellence in Education PhD program.
- ELAD 8421. Designing Surveys** Emphasis on constructing survey instruments, survey research methods, and an introduction to scaling methods. Prerequisite: ELAD 8411 Succeeding in a Doctoral Program. Course is open only to students in the CEE PhD program.
- ELAD 8431. Experimental Research Design** Emphasis on designing and conducting Experimental and Quasi-experimental research. Prerequisite: ELAD 8411 Succeeding in a Doctoral Program and ELAD 8421 Designing Surveys. Course is open only to students in the Center for Excellence in Education PhD program.
- ELAD 880V. Doctoral Research**
- ELAD 889V. Dissertation**

Educational Foundations (ELFN)

- ELFN 6763. Philosophies of Education** Presuppositions of various philosophies with emphasis on the implications of these presuppositions on educational theory and practice.
- ELFN 6773. Introduction to Statistics and Research** An introductory course in methods and techniques of research, and the statistical treatment and interpretation of research data.
- ELFN 7583. Evaluation of Educational Programs and Systems** This course examines various techniques of program analysis and evaluation for individual schools and for the total school system.
- ELFN 7773. Advanced Educational Research** An advanced study of the methodology of research including quantitative and non-quantitative procedures.
- ELFN 7783. Advanced Educational Statistics** A study of inferential statistics utilizing parametric and nonparametric procedures. Prerequisite: ELFN 6773 or equivalent.
- ELFN 8753. Multivariate Analysis** A study of statistical analyses involving multiple dependent and independent variables. Prerequisites: ELFN 6773 Introduction of Research and Statistics or equivalent, ELFN 7773 Advanced Educational Research or equivalent, ELFN 7783 Advanced Educational Statistics or equivalent. This course is limited to those students in the Center for Excellence in Education PhD program.
- ELFN 8763. Doctoral Seminar: Socio-Cultural Foundations of Education** This course examines educational ideas, concepts, and issues as it describes the social, political and economic issues and trends related to schools in a pluralistic society. Prerequisite: admission to doctoral program.
- ELFN 8773. Doctoral Seminar: Educational Research and Evaluation** A study of research designs and statistical techniques to provide students with the opportunity to relate, integrate, and synthesize evaluation processes. Study will focus on theories and practices of curriculum and environmental and educative roles of instruction. Prerequisites: ELFN 7773, ELFN 7783, and admission to doctoral program.
- ELFN 8783. Qualitative Research and Evaluation** Study of the theoretical, conceptual and methodological aspects of research and evaluation methods derived from traditions of ethnographic and ethnomethodological inquiry. Prerequisites: ELFN 6773, ELFN 7773 and ELFN 7783, and admission to doctoral program.
- ELFN 8793. Doctoral Seminar: Proposal Development** The study and application of research methodologies and data analysis techniques appropriate to the development of a dissertation. The primary emphasis will be the completion of a dissertation proposal. Prerequisites: admission to doctoral program and satisfactory completion of the comprehensive examination in Educational Leadership Special Education.

Methods and Materials - Secondary Education

TISP 5826 . Teaching Internship in the Secondary School (Speech Communication and Theatre) This course is a culmination of the entire secondary education curriculum for speech and theatre. The course involves application of all materials and methods previously learned in major coursework and professional education preparatory classes.

EDEN 5553. Methods and Materials for Teaching English in the Secondary School The study of models of teaching and instruction and of assumptions underlying current teaching-learning practices for English in secondary schools. Opportunities to develop skills and strategies for teaching language, literature, and composition to culturally diverse students.

EDEN 5653. Methods and Materials in the Teaching of English in the Middle School Middle school methods focuses on understanding the special needs of the middle school student and applying this to the techniques for teaching language, literature, and composition. Through reading, research, demonstration, and class discussion, the students learn about and practice appropriate techniques for culturally diverse middle school students.

EDAR 5523. Methods and Materials in the Teaching of Art Emphasis on the practical application of art in the secondary school. Techniques and strategies of teaching art, developing an art curriculum, assessing and motivating students. Prerequisite: Admission to Teacher Education Program.

EDMA 5563. Methods and Materials for teaching Mathematics in the Secondary School Historical and current trends in teaching mathematics and the secondary school level. Major Emphasis on content and concept development and their application in the mathematics classroom. Practice in use of appropriate technologies, applying teachings techniques, and formulating student evaluations will be emphasized.

EDSC 5593. Methods and Materials for Teaching Science in the Secondary School Philosophical bases, teaching techniques, curriculum development, classroom management, facility resources, and equipment are emphasized.

EDSS 5603. Methods and Materials for Teaching Social Studies in the Secondary School Historical and current trends in teaching social studies at the secondary school level Major emphasis on content and concept development and their application in the social studies classroom. Practice in writing objectives, applying teaching techniques, and formulating student evaluations.

EDSP 5543. Methods and Materials for Teaching Speech Communication and Theatre In the Secondary Schools Methods and resources for teaching speech communication and theatre in the secondary schools. Emphasis is on teaching strategies for interpersonal communications, group dynamics, and critical thinking, reasoning, and diversity. The development of a portfolio is required.

Special Education (ELSE)

ELSE 5043. Educational Diagnosis and Assessment in Special Education A study of the principles and practices for assessment and identification of individuals with disabilities. Administration of formal and informal assessment instruments, and interpretation and reporting of assessment data is emphasized.

ELSE 5083. Collaboration for Special Education Service Delivery A study of the team planning process, working with families, and service delivery options for special education, including special class placement, consultation, and collaborative teaching.

ELSE 5633. Diagnostic and Corrective Reading Instruction for Individuals with Mild Disabilities Developing comprehensive understanding of diagnostic and corrective needs of individuals with reading disabilities in special education classrooms.

ELSE 5683. Methods for Working with Families Development of effective interpersonal communicative skills; conducting parent-teacher conferences; and designing training programs for parents.

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

- ELSE 5703. Identification, Nature, and Needs of the Gifted, Talented, and Creative** A comprehensive study of gifted, talented and creative learners including characteristics, Identification procedures, appropriate educational services, and social needs of this population in a variety of educational settings.
- ELSE 5713. Educational Procedures and Materials for the Gifted, Talented, and Creative** Focus is on current theory and practice in planning educational programs for gifted, talented, and creative students.
- ELSE 5723. Assessment for Programming for Gifted, Talented, and Creative** Review and administration of assessment instruments for the purpose of preliminary screening, identification, and differentiating programming for the gifted, talented, and creative.
- ELSE 5733. Gifted Children in the Regular Classroom** A study of effective strategies used by regular classroom teachers to serve learning needs of gifted. Specific topics related to giftedness will be studied including characteristics, identification, and differentiated instruction.
- ELSE 5743. Assessment of Young Children with Exceptionalities** A study of evaluative and diagnostic instruments and procedures used with young exceptional children from birth to five years of age.
- ELSE 5813. Current Issues in Gifted Education** An examination of research and theory related to giftedness, and analysis of data-driven decision-making for effective classroom practice for gifted students.
- ELSE 6013. Contemporary Issues in Special Education** This course prepares teachers to meet the needs of elementary and secondary students with learning and behavior problems in a variety of settings based on current research on best practices. Prerequisite, Admission to the MSE K-12 Special Education Program.
- ELSE 6023. Characteristics of Individuals with Disabilities** Advanced in-depth study designed to develop knowledge of the characteristics and issues related to individuals with disabilities.
- ELSE 6033. Affective Programming in the Classroom** An in-depth study of the social and emotional needs of children who have diverse learning needs.
- ELSE 6053. Educational Procedures for Individuals with Mild Disabilities** A study of models for the planning and delivering of instruction to students with disabilities who require an individualized general curriculum Includes techniques and materials for teaching reading, math and writing.
- ELSE 6073. Educational Procedures for Individuals with Moderate-Profound Disabilities** A study of the basic methods and materials to facilitate skill development for individuals who require an individualized functional independent living curriculum.
- ELSE 6103. Seminar - Studies of Research in Special Education** An examination of the current issues and trends in special education as found in the professional literature as it relates to the individual student's area of interest. A research project suitable for a poster session presentation is required.
- ELSE 6163. Positive Behavior Interventions and Support** This provides a basis of understanding and addressing behavior challenges of diverse learners. In this course a range of issues, concepts and practices centering on Positive Behavior Interventions and Support (PBIS) in school, communities, and other social settings. Prerequisite, MSE candidates in Special Education.
- ELSE 6183. Teaching Students with Autism Spectrum Disorders** A comprehensive, research-based study and overview of Autism Spectrum Disorders (ASD).
- ELSE 6193. Laboratory Experiences** Special Education Laboratory Experience is the internship component of the MSE in Special Education K-12 program. Candidates will develop and implement field-based projects for the purpose of applying the knowledge and skill sets obtained in all courses leading up to the Laboratory Experience course. Implementation of projects will take place in a special education setting to provide an opportunity for candidates to work with students with exceptionalities. Emphasis is on practical application of theoretical methods. Prerequisites, Passage of Special Education Praxis II and permission of advisor.

- ELSE 6423. Special Education Law** A study of the legal aspects of special education with emphasis given to the following six principles of special education law: (1) zero project, (2) nondiscriminatory classification, (3) individualized and appropriate education, (4) least restrictive placement, (5) due process, and (6) parent participation.
- ELSE 6433. Creativity** An in-depth examination of creativity as a meaningful curriculum effort for the education of creative students. Emphasis is on the theoretical aspects of creative process, creative product, and practical application of theory to foster creativity in the classroom.
- ELSE 6463. Program Evaluation for Special Education** This course provides an introduction to program evaluations in special education. Various areas will be explored, including accountability, needs assessments, evaluation designs, and effects of evaluation.
- ELSE 6673. Children with Emotional and Behavioral Disorders** Concepts, practices, and trends in the education of children with emotional and behavioral disorders.
- ELSE 6713. Nature and Needs of Students with Exceptionalities** An in-depth study of young students with exceptionalities with a focus on their developmental needs.
- ELSE 680V. Independent Study**
- ELSE 6833. Practicum for Gifted, Talented, Creative** Learning experiences are provided which incorporate skills in classroom organization, management, planning, and teaching in a field setting for gifted, talented, creative. Permission required by program director.
- ELSE 6843. Advanced Practicum for Gifted, Talented, Creative** A focus on innovative teaching, research, program evaluation, and collaboration with stakeholders to meet the needs of gifted, talented, and creative students. Permission of program director required.
- ELSE 689V. Thesis**

DEPARTMENT OF TEACHER EDUCATION

Early Childhood Education (ECH)

- ECH 5033. Learning and Development in Children** A study of relevant child development data, encompassing development from conception to the middle years of childhood. Practical application of learning theory is provided to the student through a variety of hands-on experiences and observation.
- ECH 5061. Early Childhood Education Symposium** A symposium with an identified theme relating to current events or needs in the field of early childhood education. Designed for early childhood professionals (May be repeated).
- ECH 6513. Developmental Perspectives** In depth study of child development and developmental differences and influences with an emphasis on applying knowledge to creating learning environments for young children. Additional emphasis on creating collaborative relationships with families and communities to support children's development.
- ECH 6423. Documenting Young Children's Learning and Development** Creating, selecting and appropriately using a variety of documentation tools in multiple early childhood settings, including observational methods and standardized assessments; and partnering with families and other professionals with reference to assessment issues.
- ECH 6503. Early Childhood Curriculum and Environments** Introduction to current best practices in developing and implementing effective learning environments and curriculum in early childhood classrooms. Restricted to Master of Arts in Teaching candidates only. Prerequisites: TE 6223 Effective Teaching with Diverse Populations; ECH 6513 Developmental Perspectives; ECH 6423 Documenting Young Children's Learning and Development; Must be accepted to the Teacher Education program.

- ECH 6533. Sources and Models of Early Childhood Curriculum** Study and analysis of curriculum sources and models for the purpose of critiquing and creating appropriate curriculums.
- ECH 6543. Administration and Supervision of Programs for Young Children** A study of the important responsibilities of administrators of child care and preschool program. Emphasis will be placed upon program design, policy formation, fiscal management, staff training, and decision-making.
- ECH 6583. Practicum in Early Childhood Education I** Application of theory and developmentally appropriate practices in an early childhood education setting. Includes development, implementation of a personal research project within the early childhood setting. Prerequisites, ECH 6513, ECH 6243, and ECH 6533.
- ECH 6593. Practicum in Early Childhood Education II** Practicum in Early Childhood Education II Practicum experience is developed to meet the student's professional interests and goals within a community-based early childhood education setting. Development and implementation of an action research project required as program capstone. Prerequisite, ECH 6773.
- ECH 660V. Thesis**
- ECH 6773. Research in Early Childhood Education** In-depth examination of current research that documents effective and best practices in early childhood settings. Prerequisite: ELFN 6773.
- ECH 6783. Leadership in Early Childhood Education** Building upon professional development such as leadership, advocacy and collaboration, this course connects students to the broader contexts of early childhood education and responsibilities to children families, and the profession.
- ECH 680V. Independent Study**

Elementary Education (ELED)

- ELED 5053. Teacher-Made Materials for Use in Learning and Interest Centers** Applies philosophical and theoretical course content by demonstrating appropriate teaching devices and requiring students to develop materials essential to the functioning of the activity approach to curriculum.
- ELED 5613. Techniques of Behavior** Management The techniques of systematic behavioral intervention, including all areas of exceptionality in regular classes, special classes, itinerant and resource programs. Students must complete a fifteen (15) clock hour case study/behavior management project. Dual-listed as ELED 4613.
- ELED 5803. Special Topics** Current subjects of interest to graduate Elementary Education, Early Childhood Education or other educational professionals with appropriate sub-titles. Course may include intensive study of such subjects to meet the need of professional educators. All Special Topics Courses must be approved by the Elementary Education Department Curriculum Committee. One (three-hour) Special Topics may be applied as elective credit toward a degree program with the written permission of the academic adviser or department chair prior to enrollment in the course.
- ELED 6013. Home-School Relationships** A study of various techniques of communicating with the home and community. All facets of parent involvement, including parent education, will be explored.
- ELED 6023. Curriculum Construction—Elementary** This course stresses principles and criteria for the selection and organization of instructional materials and activities for the elementary school.
- ELED 6043. Social Studies in the Elementary School** Relates human and natural resources to the child as a social being in an interdependent world and includes four or five selected field trips.

- ELED 6053. Principles and Practices for Language Arts Instruction** A methods course which provides for the development of knowledge, skills, and attitudes necessary for teaching the language arts: listening, speaking, reading, and writing.
- ELED 6063. Educational Media** This course is designed to provide teachers, administrators, supervisors, and librarians with the skills and knowledge required to effectively use instructional media in the classroom and for professional presentations, and to provide them with an understanding of the requirements for an effective multimedia center.
- ELED 6073. Teaching Natural Science in the Elementary School** A graduate level methods course which provides an opportunity for the development of effective elementary science instructional procedures and explores current problems relating to elementary science teaching.
- ELED 6083. Mathematics in the K-6 Curriculum** The course will acquaint K-6 teachers with the curriculum and evaluation standards in mathematics and with ways to implement these standards for elementary classrooms.
- ELED 660V. Thesis**
- ELED 680V. Independent Study**

Mid-Level Education (MLED)

- MLED 5002. Methods and Materials for Teaching Language Arts** Analysis and rehearsal of teaching grammar in context of the writing process through study of image grammar, syntactic structures and mentor texts; creation of teacher writing models and writing portfolio in both fiction and nonfiction. Dual-listed with MLED 4002. Prerequisites, RDNG 6013, RDNG 6493, TE 6223, Admission to the Teacher Education Program.
- MLED 5012. Methods and Materials for Teaching Mathematics** This methods course will acquaint middle level candidates with mathematical processes, diagnosis learner difficulties, and underlying rationale for teaching mathematics. Content includes: Mathematics Common Core Standards, appropriate pedagogy, math manipulatives and the use of instructional technology. Dual-listed with MLED 4012. Prerequisites, MLED 6413 RDNG 6013, RDNG 6993, TE 6223, Admission to the Teacher Education Program.
- MLED 5022. Methods and Materials for Teaching Science** This course includes current trends in teaching science at the middle school level, science process skills, teaching techniques, state and national science standards, curriculum development, use of facility resources and equipment. Dual-listed with MLED 4022. Prerequisites, RDNG 6013, RDNG 6493, TE 6223, Admission to the Teacher Education Program.
- MLED 5032. Methods and Materials for Teaching Social Studies** This course is based on the National Council for the Social Studies standards. The knowledge base incorporates teaching methodology and teaching tools, including lesson planning, skills development, assessment, multiple intelligences, determining one's personal philosophy of education and utilizing information technology. Dual-listed with MLED 4032. Prerequisites, RDNG 6013, RDNG 6493, TE 6223, Admission to the Teacher Education Program.
- MLED 5042. Theories and Strategies of Middle Grades Classroom Management** Application of classroom management principles to middle grades (4-8) classrooms. Prerequisites, MLED 6403, TE 6233, Admission to the MAT Program.
- MLED 6403. The World of the Mid-Level Child** A focus on the developmental characteristics of the young adolescent ages (10-14) set against a matrix of racial, ethnic, gender, socioeconomic, family, and community issues in order to create developmentally responsive practices and programs for all mid-level learners.
- MLED 6413. Standards Based Instruction** Addresses integrated instructional practices; discipline based methodology, using exploratory and mini-courses for mid-level students while maintaining alignment with state and national standards.

MLED 6423. Teaming, Teaching and Learning in the Mid-Level Education A study of school and classroom organizational practices that include: grouping for instruction, scheduling instruction, curricular organization, and classroom management. The leadership and professional role of the teacher will be explored.

Reading (RDNG)

RDNG 5313. Methods and Materials in Reading A course which focuses on techniques and materials for teaching students with different learning styles. Emphasis is on the basal reader, whole language, linguistic, language experience, and individualized approaches.

RDNG 5343. Reading in the Content Areas: Middle and Secondary Schools A course for classroom teachers, reading specialists, and other educators. Emphasis is on the relationship between learning strategies and reading content materials in the subject areas normally taught in grades four through twelve.

RDNG 5803. Special Topics Study of current topics related to literacy / reading.

RDNG 6003. Literature and Book Selection Approaches in building an effective literature program in educational settings.

RDNG 6013. Theories, Issues, and Methods of Reading Synthesis of theories and models of reading, past and current reading issues, examination of current research that discusses instruction of reading areas, spelling and writing; overview of reading and instruction for diverse and struggling learners. Prerequisite: Enrollment in the Graduate Program within the College of Education.

RDNG 6103. The National Writing Project Model: Processes of Writing Authentic experiences in personal and professional process writing in the National Writing Project workshop setting and analysis of reform positions on writing instruction. Prerequisite: Application, interview and acceptance into Arkansas Delta Writing Project; Bachelor's Degree required. Admittance to graduate school required.

RDNG 6203. National Writing Project Perspectives: Genre and Discourse on Writing Professional examinations of discourse on writing and genre theory guided by National Writing Project perspectives and current reform positions of varied stakeholders. Prerequisite: Application, interview and acceptance into Arkansas Delta Writing Project; Bachelor's Degree required.

RDNG 6243. Reading in the Digital Age A focus on infusing reading components with various forms of information and communication technologies directed towards improving K-12 student's reading skills, motivation to read, and use of technology. Prerequisite: Admission to MSE Reading program or instructor permission.

RDNG 6313. Theory and Practice in Teaching Reading A study of reading and the reading process. The symbolic nature of reading is emphasized. Comparisons are made with the traditional presentations of reading and implications for instructional decision-making are suggested.

RDNG 6333. Reading Practicum I—Diagnosis and Intervention Clinical experiences in assessment and intervention in reading, and related areas. Prerequisite: RDNG 6313, and permission of professor.

RDNG 6353. Reading Practicum II—Leadership in Literacy Clinical experiences in the correction of reading difficulties with emphasis on utilizing assessment data for professional development as a reading specialist in organizing and supervising school wide reading reform. Prerequisite: RDNG 6333, or permission of professor.

RDNG 6373. Qualitative Methods in Reading Research A research course about qualitative research methods and practices, in which students explore the methods, techniques and reasons for conducting research to support best practices.

RDNG 6383. Reading Issues within a Multicultural and Pluralistic Society A comprehensive survey of multicultural and pluralistic societal issues and their impact on reading as well as on school, teachers, and instructional groupings.

RDNG 645V. Thesis

RDNG 6493. Advanced Reading Methods and Intervention Examines latest trends in research based reading instructional methodology and development, implementation, and monitoring of intervention for struggling readers. Prerequisite: RDNG 6313 theory and Practice in Teaching Reading (or equivalent); and enrollment in a Graduate Program within the College of Education.

RDNG 6513. Emergent Literacy Birth - Primary Grades Focuses on the development of literacy skills, birth through primary grades, including the process of exposure to words, print, and the opportunity to write as a part of the literacy process. This course maintains alignment with state and national standards.

RDNG 6533. Literacy for Diverse Learners Examines literacy issues in the context of multicultural education and culturally responsive pedagogy with a focus on the differentiation of literacy needs among various student cultures and special needs students. Presentation and rehearsal of explicit literacy instruction to enhance comprehension. Restricted to MSE Reading major or permission of instructor.

RDNG 6553. Adolescent Literacy Analyzes current federal initiatives and reform policies related to adolescent literacy. Examines the social and cognitive processes related to adolescent literacy. Study of methods to facilitate literacy learning for adolescents in all curricular areas. Restricted to MSE Reading major or permission of instructor.

RDNG 6563. Principles of Literacy Cognition An examination of current research on literacy cognition, reading disorders, and research - based methodologies for reading instruction, with implications for instruction.

RDNG 6573. Action Research in Literacy Education Examination of theory and practice in action research as applied to literacy education with practical application in literacy settings. Prerequisite: Admission to MSE-Reading program or approval by professor; ELFN 6773: Statistics and Research.

RDNG 680V. Independent Study

RDNG 7273. Multicultural Influences in Reading and Literature Survey of contemporary literary theory and criticism including an examination of the role of multiple perspectives and diverse voices in literature as a transformative agent in schools and society. Restricted to graduate students in education programs or permission of instructor.

RDNG 7283. Writing Pedagogy: Advanced Processes of Writing An examination of varied perspectives of the processes of writing, with a focus on recursive practices in authentic, academic, and personal settings; reflection on personal and academic writing practices and research of writing pedagogy facilitating the study of effective application. This course is restricted to Ed.S. degree Reading candidates or other graduate students with permission of the instructor.

RDNG 7393. Literacy Leaders as Community Advocates Examination of the role of literacy leaders within the school, community, and family context with a focus on literacy advocacy project development, implementation, and evaluation. Restricted to MSE-Reading or Ed.S.-Reading candidates or approval of the instructor

RDNG 745V. Thesis Thesis is specific as the capstone for the Specialist in Education Reading (Ed.S. Reading) Program and enrollment is restricted to those students.

RDNG 7473. Theories of Language Acquisition Overview of theoretical and practical orientations regarding language acquisition with a focus on English Language Learners including an examination of language acquisition models and their application in schools and classrooms. Limited to MSE-Reading and Ed.S.-Reading students or approval of the instructor. Prerequisite: RDNG 6313 Theory and Practice in Teaching Reading (or equivalent).

RDNG 7543. New Literacies An overview of theoretical and pedagogical frameworks of the New Literacies with an emphasis on the intersection of student lives, culture, and technology. Restricted to Ed.S.-Reading Candidates or graduate students with permission of the instructor. Prerequisite: RDNG 6313 Theory and Practice in Teaching Reading (or equivalent).

- RDNG 7613. Survey of Quantitative and Qualitative Literacy Research** An overview of research design, framework, and methodological approaches that spans qualitative and quantitative paradigms, including a mixed methods approach, within the context of literacy. Restricted to Ed.S. Candidates or graduate students with permission of the instructor. Prerequisite: ELFN 6773, Statistics and Research (or equivalent).
- RDNG 7643. Social Foundations of Literacy** An overview of the social foundations of literacy within the context of sociocultural and sociopolitical theory. Limited to MSE-Reading and Ed.S.-Reading students or approval of the instructor. Prerequisite: RDNG 6313 Theory and Practice in Teaching Reading (or equivalent).
- RDNG 7653. Advanced Studies in Reading Comprehension** An in-depth examination of the dimensions of understanding in literacy learning, the complexities of comprehension strategy instruction as they pertain to the learning of essential concepts, and how they impact literacy learning environments and professional development for teachers. Restricted to Ed.S. Reading Candidates or graduate students with permission of the instructor.

Teacher Education (TE)

- TE 6223. Effective Teaching with Diverse Populations** Theory and practice for effective teaching of diverse students, application through the creation of unit and lesson plans.
- TE 6233. Teaching and Assessment** Designed to provide teachers with a broad survey of teaching methodology and student assessments. Instructional decision making will be explored in the context of standards, principles of learning, teaching methodology, student assessment and student development.
- TE 6243. Technology as a Tool for Teaching** This course will include evaluation of educational software and websites. Students will research instructional design principles and procedures and will utilize their learning to create technology integrated educational materials for their respective areas.
- TE 6253. Perspectives on Professionalism in Education** This course helps develop perspectives that are essential for educators to understand and fulfill ethical and professional responsibilities in their respective areas, including communication with various audiences, reflection, self assessment and advocacy within the context of cultural diversity and democratic pluralism.
- TE 6263. Teachers as Professionals; Working Toward National Board of Professional Teaching Standards** Emphasis on the National Board of Teaching Standards (NBPTS) to improve student learning in classrooms. NBPTS provides the framework for the course. Prerequisite: ELFN 6773 Statistics and Research.
- TE 6283. Practicum in Teacher Education** Practicum serves as a capstone experience in which the student collaborates with faculty to apply knowledge and skills gained in the program. A written proposal must be approved the semester prior to the Practicum and follow published department timelines.
- TE 6299. MAT Internship in Teacher Education** Supervised internship focused on educational practice and performance for individuals seeking alternative licensure to teach in grades PK-12. Prerequisite: Restricted to Master of Arts (MAT) in Teacher Education. Students must complete all other MAT coursework and pass Praxis I and Praxis II examinations prior to enrollment.

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND SPORT SCIENCES

Exercise Science - Physical Education (ESPE)

- ESPE 580V. Special Topics Workshop** A specifically designed series of learning experiences to enhance the professional capabilities of teachers Opportunity for participants to engage in meaningful learning activities and to interact with recognized professionals in the field This course may not be used to satisfy any degree requirements Course can be repeated for credit.
- ESPE 6103. Ethical Issues in Sport** This course examines contemporary views of moral and ethical issues within various sport environments. Course includes discussion of major social criticisms and constructs of sport, analysis of relevant ethical theories in sport, application of critical self-evaluation, and synthesizing ethical reasoning knowledge and skills.
- ESPE 6113. Sport Law** In-depth understanding on a variety of legal issues pertaining to the amateur and professional sport environment. Tort law, negligence, contract, antitrust, labor, premise operator, exculpatory, and licensing law will be analyzed in the context of sports-related cases.
- ESPE 6133. Sport Finance & Budgeting** Topics as they relate to fiscal and budgetary control of professional and amateur sport organizations. Included are: public sport facility financing, ownership, financial analysis, feasibility and economic impact studies. Analyzes financial challenges and strategies of professional and intercollegiate.
- ESPE 6143. Sport Communications** Provides students with advanced knowledge, skills and understanding relating to all aspects of the sport media and communication industry and how each is integral to the management, marketing, and operational goals of sport organizations at all levels. Use of technology in sport communications also covered.
- ESPE 6153. Sport Leadership** Provides students with advanced knowledge, skills and understanding relating to leadership principles and aspects in sport organizations. Course content includes organizational goals, strategy, environments, culture, power, conflict, leadership, and change affecting sport managers and organizations.
- ESPE 6163. Sport Governance and Operations** Provides students with knowledge and understanding of the governance policies and procedures in professional and collegiate sports. Also covers essential elements of facility and game operations within intercollegiate, professional sports, and major sports events.
- ESPE 6543. Cellular Physiology in Exercise** An examination of human physiology at the cellular and subcellular levels in response to acute and chronic physical activity.
- ESPE 6513. Cardiorespiratory Physiology** The study and practical applications of cardiovascular and respiratory physiology and research related to exercise and sports programs.
- ESPE 6523. Physical Activity for Special Populations** The purpose of the course is to facilitate understanding of specific disease states as they relate to health and fitness and to provide information and practical experience for developing an exercise prescription at the appropriate level for the older adult, the physically disabled, and those with chronic diseases.
- ESPE 6533. Laboratory Techniques in Exercise Physiology.** This course provides and in-depth understanding of the laboratory techniques used in exercise physiology to measure physiological fitness and to assess physiological changes that occur due to exercise. Prerequisites: ESPE 6653, Neuromuscular Physiology and ESPE 6513 Cardiorespiratory Physiology. Summer I
- ESPE 6593. Sport and Exercise Psychology** The study and practical applications of relevant psychological theories and research related to physical education, exercise and sport programs.
- ESPE 6603. Sport in Society** An introduction to sport sociology with special emphasis on issues that relate directly to the practicing physical educator and/or coach.
- ESPE 6623. Measurement and Statistics** Application of measurements and evaluation to the programs of exercise science and physical education. Emphasis is placed on development, selection, and application of tests.

- ESPE 6633. Curriculum Construction in Physical Education** A critical study of principles, problems, and procedures in the construction of a physical education program. Attention will be given to the application of the principles and procedures to the construction of a course of study for a specific situation.
- ESPE 6643. Current Readings Seminar in Physical Education and Sport Science** Study and critical analysis of recent trends and significant contemporary issues in Exercise Science, Physical Education and Sport.
- ESPE 6653. Neuromuscular Physiology** A study of how the systems of the body function during activity; the physiological adaptations during work; and the lasting changes which result from different levels of performance. Practical experience with selected experimental procedures. Prerequisite: ES 3543.
- ESPE 6663. Advanced Strength Training and Conditioning** An in depth study of the scientific principles and techniques related to the strength and conditioning of exercise and athletic populations. The course is designed to provide the necessary background for certification as a strength and conditioning specialist.
- ESPE 6673. Research Design** A study of basic research techniques and design utilized in physical education and allied fields.
- ESPE 6683. Biomechanical Analysis of Sports Skills** An advanced study of biomechanical concepts and their application to human movement and sport skills. Prerequisites: ES 3543 and ES 4763.
- ESPE 6693. Motor Learning** The study and analysis of the developmental and acquired components of human behavior related to motor learning and performance.
- ESPE 678V. Thesis**
- ESPE 679V. Graduate Project**
- ESPE 680V. Independent Study**
- ESPE 681V. Internship**

DEPARTMENT OF PSYCHOLOGY AND COUNSELING

NOTE: Courses with the prefix **COUN** and **PSY** are not open to enrollment by any student not admitted and in good academic standing in a counseling, certificate, or psychology graduate program within the Department of Psychology and Counseling. Exceptions may be made by the Coordinator of the School Psychology track of the Ed.S. Degree Program, or by a majority vote of the Counselor Education admissions committee.

Counseling (COUN)

- COUN 5753. Introduction to Rehabilitation Counseling** An overview of the profession of rehabilitation counseling which is a systematic process that assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process.
- COUN 580V. Special Topics Workshop** A study of selected professional topics. This course may not be used to satisfy any degree requirements. Course can be repeated for credit.
- COUN 6013. Introduction to School Counseling** A study of professional roles and functions, goals and objectives, organizations and associations, history and trends, ethical and legal standards, professional preparation standards and credentialing of the school counselor.

- COUN 6023. Introduction to Mental Health Counseling** An overview of historical, contemporary, clinical, and training issues in the practice of clinical mental health counseling. The course provides information related to the following aspects of clinical mental health counseling practice: (a) professional roles and responsibilities; (b) professional organizations; (c) state and national credentialing; and (d) counselor advocacy and self-care. The student must be admitted into an appropriate graduate counseling program.
- COUN 6033. Social and Cultural Foundations of Counseling** A study of societal changes and trends, human roles, societal subgroups, social mores and interaction patterns, and differing lifestyles as they relate to the application of professional counseling assessments and techniques.
- COUN 6043. Career Development and Services** A study of career development theories, and lifestyle and career decision making models. The application of the theories and models across the life span and populations utilizing occupational information, assessment instruments and computer/Internet resources as career counseling tools will be addressed.
- COUN 6053. Ethical, Legal, and Professional Issues in Counseling** An in-depth study of the issues that contribute to the development of a professional identity that leads to an understanding of all aspects of professional functioning, including history, roles, organizational structures, ethics, standards of practice, legal statutes, and credentialing.
- COUN 6073. Program Development, Implementation, and Evaluation in School Counseling** A study of practices involved in planning, organizing, and coordinating a comprehensive developmental school counseling program, including principles and applications of needs assessment and program evaluation. Prerequisite: COUN 6013.
- COUN 6103. Introduction to Play Therapy** A comprehensive overview of counseling children through play. A review of methods, implications for play therapy, and multicultural issues will be addressed. Students will learn basic interpersonal skills with children. Prerequisite: Must be a student admitted to an appropriate graduate program in psychology or counseling, or permission of the instructor.
- COUN 6113. Theories and Techniques in Counseling** An examination of contemporary and alternative counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Models of counseling are consistent with current professional research and practice so to allow students to develop a personal model of counseling. Prerequisite: The student must be admitted into an appropriate graduate psychology or counseling program. Permission of the instructor required. Cross-listed with PSY 6113.
- COUN 6123. Group Counseling** A study of the principles of group dynamics; group leadership styles; applications of helping relationship theories in group settings; group counseling methods and skills; and other group approaches. Prerequisite: PSY 6113.
- COUN 6133. Sexuality Issues in Counseling** Through reviewing literature, course assignments, and multi-media presentations, students will become more aware of how to more ethically and effectively work with clients who present in counseling with issues related to sex and sexuality. Prerequisites, PSY 6113, and admission to psychology or counseling program or permission of instructor.
- COUN 6143. Expressive Arts in Counseling** A comprehensive overview of using creative expression in counseling with children, adolescents, adults, and families. Historical, theoretical, and therapeutic techniques are addressed including the use of developmentally appropriate art activities. Prerequisites, admission to appropriate graduate counseling or psychology program, "B" or better in COUN 6203, and COUN 6213 or COUN 6283. Fall.
- COUN 6153. Advanced Play Therapy** An overview of theoretical foundations, application of treatment, supervision in play therapy, legal and ethical issues, and evidenced-based research. Prerequisites, admission to appropriate graduate counseling or psychology program, "B" or better in COUN 6103, COUN 6203, and COUN 6213 or COUN 6283. Spring.
- COUN 6163. Child-Parent Relationship Therapy** A focus on training parents to be therapeutic agents through the utilization of child-centered play therapy. Prerequisites, admission to appropriate graduate counseling or psychology program, "B" or better in COUN 6103, COUN 6203, and COUN 6213 or COUN 6283. Spring.

- COUN 6203. Counseling Prepracticum** A competency-based course in counseling techniques with experimental emphasis including micro-counseling and role-playing. The student must receive a "B" or better in order to proceed to COUN 6213. Prerequisites: COUN 6113 must be taken prior to, or concurrent with COUN 6203. The student must be admitted into an appropriate graduate counseling program.
- COUN 6213. Counseling Practicum** Supervised practice in group and individual counseling and consultation with children, adolescents, and adults. Prerequisites: COUN 6203 and COUN 6113. COUN 6123 must be taken prior to, or concurrent with COUN 6213. Student must earn a grade of "B" or better to advance to COUN 6223/6233/7473.
- COUN 6223. Counseling Internship Elementary School** Supervised practice including individual counseling, group work, developmental classroom guidance, consultation, and program coordination activities in an elementary school setting. Prerequisites: COUN 6073, COUN 6213, and permission of screening committee. Student must earn a grade of "B" or better to advance to COUN 6233.
- COUN 6233. Counseling Internship Secondary School** Supervised practice including individual counseling, group work, developmental classroom guidance, consultation, and program coordination activities in a secondary school setting. Prerequisites: COUN 6073, COUN 6213, and permission of screening committee. Student must earn a grade of "B" or better to advance to COUN 6223.
- COUN 6243. Case Management in Rehabilitation Counseling** A study of a rapidly growing and dynamic profession within the healthcare and disability management system. Students will apply a proactive, integrated, and coordinated process of assessment, planning, coordinating, and implementing rehabilitation counseling services for persons with acquired and congenital disabilities.
- COUN 6253. Vocational Services in Rehabilitation Counseling** A comprehensive study of occupational theory, vocational evaluation, job analysis, work adjustment, and job development and placement as they apply to persons with congenital and acquired disabilities.
- COUN 6263. Medical Aspects of Disability** A study of a variety of congenital and acquired chronic illnesses and disabilities with a focus on the etiology, symptomatology, prognosis, diagnostic procedures and evaluations, functional limitations, occupational factors, and treatment interventions associated with each impairment.
- COUN 6273. Special Problems in Rehabilitation** A systematic study of an approved rehabilitation topic which is summarized in a written report.
- COUN 6283. Practicum in Rehabilitation Counseling** A 100 clock-hour supervised practicum within a rehabilitation-related agency or organization. Students will also acquire practical and applied rehabilitation counseling skills in a clinical/laboratory setting on campus. Prerequisite: Permission of Program Coordinator and COUN 5753; COUN 6113; COUN 6123 or concurrently and COUN 6203.
- COUN 6303. Internship I in Rehabilitation Counseling** A 300-clock-hour supervised experience in a rehabilitation-related agency or organization. Students may enroll and be placed in an approved internship site by the MRC Program Coordinator after all core required coursework is completed. Prerequisite: Permission of the Program Coordinator.
- COUN 6313. Alcohol and Drug Abuse** A course intended to familiarize students with the psychological, social, and economic aspects of substance abuse.
- COUN 6323. Internship II in Rehabilitation Counseling** A 300-clock-hour supervised experience in a rehabilitation-related agency or organization. Internship II is an extension of COUN 6303, Internship I and may be taken concurrently with Internship I. Students may enroll and be placed in an approved internship site by the MRC Program Coordinator after all core required coursework is completed. Prerequisite: Permission of the Program Coordinator.
- COUN 6353. College and the Student** Study of the contemporary American college student including subcultures, values and beliefs, lifestyles, academic and personal problems, and environmental influences, methods of assessment, and implications for student affairs policy and programming are discussed.

- COUN 6393. Internship in College Student Personnel Services** Supervised practice (a minimum of 600 clock hours) in one or more student affairs settings. Must include at least 240 clock hours of direct service to clients, at least one hour per week of individual supervision with the site supervisor, and at least one and one-half hours per week of group supervision with a program faculty member. [Prerequisite: Completion of all coursework prior to or concurrent with the internship hours and approval of the degree program committee] Offered Spring Semester.
- COUN 6423. Psychosocial Aspects of Aging** Explores the complex interaction of physical, social, psychological, sociocultural, and attitudinal factors that contribute to both society's and the individual's perceptions of the aged population.
- COUN 6433. Crisis Counseling** In-depth study of crisis theory, intervention models, and practical skills for effective intervention. Attention to crises related to suicide, violence, victimization, psychiatric illness, chemical dependency, individual or family-level trauma, and community-wide disasters. Emphasis on crisis assessment, management, and short-term interventions. Prerequisite: COUN 6113 and permission of instructor.
- COUN 6473. Child and Adolescent Counseling** Theory and techniques for treating emotional and psychological disorders in children and adolescents with a focus on various counseling approaches to treatment and treatment evaluation. Prerequisite: COUN 6113, PSY 6543.
- COUN 6493. Internship in College Student Counseling** Supervised practice (a minimum of 600 clock hours) in one or more student affairs settings. Must include at least 240 clock hours of direct service to clients, at least one hour per week of individual supervision with the site supervisor, and at least one and one-half hours per week of group supervision with a program faculty member. [Prerequisite: Completion of all coursework prior to or concurrent with the internship hours and approval of the degree program committee].
- COUN 650V. Thesis**
- COUN 6563. Psychosocial Aspects of Disability** A study of the adjustment and adaptation process with both congenital and acquired chronic illness and disability This course focuses on a holistic treatment perspective which includes, but is not limited to: medical, physical, psychological, spiritual, emotional, social and vocational aspects.
- COUN 680V. Independent Study** Advanced study of a specific topic or content in counseling not addressed in the curriculum. Student must submit a written proposal in advance that outlines the topic or content and expected products for evaluation. This proposal also requires written approval of the professor and the department chair. This course is not intended to replace any course in the curriculum.
- COUN 7103. Advanced Counseling Theories** A study of counseling theories, with emphasis on the student developing a personal counseling approach Prerequisite: permission of professor.
- COUN 7443. Counselor Supervision** A study of the models of counseling supervision; stages of counselor development; supervision methods and techniques; supervisory relationship; ethical, legal, and professional regulatory issues; evaluation; and supervised practice with master-level practicum students. Prerequisite: Permission of the Instructor.
- COUN 745V. Special Problems in Counseling** Advanced study of a specific problem in counseling. Student must submit a written proposal in advance that outlines the study and expected products for evaluation. This proposal also requires written approval of the professor and the department chair. This course is not intended to replace any course in the curriculum.
- COUN 7463. Couples and Family Counseling** The study of couple and family systems theory, assessment, and intervention. Content will promote the understanding of couple and family dynamics and introduce basic family counseling interventions including several foundational family counseling theories. Prerequisite: COUN 6113 and permission of the instructor.
- COUN 7473. Supervised Internship I** Supervised internship experience in clinical mental health counseling, consisting of 300 clock hours of counseling-related experience, 120 of which must involve direct client contact. The student must be supervised a weekly basis by a university-approved site supervisor and must also attend weekly group supervision with a qualified university supervisor. Prerequisites: COUN 6213 with a grade of B or higher; and permission of the instructor required.

COUN 7493. Supervised Internship II Advanced supervised internship in clinical mental health counseling, consisting of 300 clock hours of counseling-related experience, 120 of which must involve direct client contact. The student must be supervised on an individual and weekly basis by a university-approved site supervisor and must also attend weekly group supervision with a qualified university supervisor. Prerequisites: COUN 7473 with a grade of B or higher; and permission of the instructor required.

COUN 750V. Thesis

COUN 780V. Independent Study Advanced study of a specific topic or content in counseling not addressed in the curriculum. Student must submit a written proposal in advance that outlines the topic or content and expected products for evaluation. This proposal also requires written approval of the professor and the department chair. This course is not intended to replace any course in the curriculum.

Psychology (PSY)

PSY 5303. Research Methodology An overview of research methodology including advanced concepts related to quantitative and qualitative psychological research designs. Emphasis placed on synthesizing contemporary empirical findings to develop an individual research agenda. Prerequisite, undergraduate statistics course or permission of the instructor.

PSY 5313. Applied Analysis of Psychological Research I An advanced course in statistical analysis of psychological data, and application to psychological research. This initial course involves descriptive and inferential statistics, including hypothesis testing; probability; t-tests; between-subjects, within-subjects, or mixed model ANOVAs; posthoc tests; power and effect size. Prerequisite, undergraduate statistics course or permission of the instructor.

PSY 5623. Program Development, Implementation, and Analysis Planning, development, implementation, and evaluation of programs in behavioral and educational settings (broadly defined). Emphases will include evidence-based approaches, population differences, and cultural competence. Prerequisite, PSY 5313 or equivalent or permission of the instructor.

PSY 6113. Theories and Techniques in Counseling An examination of contemporary and alternative counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Models of counseling are consistent with current professional research and practice so to allow students to develop a personal model of counseling. Prerequisite: The student must be admitted into an appropriate graduate psychology or counseling program. Permission of the instructor required. Cross-listed with COUN 6113.

PSY 6213. Statistics and Research Design in Psychology and Counseling The nature, computation, and interpretation of statistics in the context of psychology and counseling research and literature. Includes descriptive statistics, with a primary emphasis on the integration of inferential statistics and research design. Prerequisite: Undergraduate statistics class or equivalent, or permission of instructor.

PSY 6313. Applied Analysis of Psychological Research II Rationale and assumptions of linear regression, including simultaneous and hierarchical procedures, coding of categorical variables in experimental designs, moderation and mediation, suppression, and logistic and curvilinear analyses, and the relationship of regression to ANOVA, factor analysis, and multivariate analysis. Prerequisite, PSY 5313 or permission of the instructor.

PSY 6413. Learning and Cognition in Adulthood Focuses on learning and cognition across adulthood, with an emphasis on the relations between learning and aging.

PSY 6513. Advanced Educational Psychology A study of learning processes with emphasis on applications to structured situations.

PSY 6523. Behavior Assessment and Intervention An examination and application of methods and techniques in behavior assessment and intervention with children and adults in applied settings.

- PSY 6543. Psycho-Social Aspects of Development** A study of psychological theories of development across the life span, including the influence of environmental factors upon personality, normal and abnormal behavior, and adjustment. Students are required to apply developmental concepts to the counseling profession.
- PSY 6553. Social Psychology** An examination of the various situation/social factors which influence attitudes and behavior. Representative topics include pro/anti-social behavior, social influence processes, and models of attribution.
- PSY 6573. Psychological Testing** A study of the principles of measurement as applied to intelligence, aptitude, interest, and achievement testing.
- PSY 6583. Individual Intelligence Testing** A study of the theory and techniques of individual intelligence testing with a major focus on the Wechsler scales. Prerequisite: Permission of professor and PSY 6573 Psychological Testing.
- PSY 6603. Professional School Psychology** Models of practice in school psychology; social, ethical, and legal issues; professional roles; problems of professional practice in school and community settings.
- PSY 6613. Professional Consultation** A study of roles and characteristics of consultants and consultees, legal and ethical issues in consultation, and evaluation of consultation practices. Includes practical experiences for skills development. Prerequisite: PSY 6113.
- PSY 6623. Child & Adolescent Psychopathology, Prevention, & Intervention** Biological, cultural and social influences on child and adolescent psychopathology with emphasis on prevention, intervention, and crisis intervention in the schools. Prerequisite: PSY 4533 Abnormal Psychology or equivalent.
- PSY 6633. Foundations of Organizational Psychology** Overview of organizational psychology, including organizational climate and culture, job satisfaction, organization employee fit, job design and motivation, and organizational justice with emphasis on classic theoretical literature and recent empirical research. Prerequisite, Acceptance to the Master of Science in Psychological Science program or permission of the instructor.
- PSY 6643. Foundations of Cognitive Psychology** Examination of cognitive processes such as pattern recognition, attention, memory, language, problem-solving and decision making, and concepts and categories with an emphasis on theoretical developments, recent empirical findings, and applications in applied settings. Prerequisite, Acceptance to the Master of Science in Psychological Science program or permission of the instructor.
- PSY 6653. Foundations of Social Psychology** Detailed examination of various topics of current interest in social psychology including, attitude theory and measurement, social cognition, persuasion and conformity, and social neuroscience, with emphasis placed on recent empirical research and theoretical developments in the field. Prerequisite, Acceptance to the Master of Science in Psychological Science program or permission of the instructor.
- PSY 6663. Advanced Psychological Seminar** An overview of theoretical perspectives, research methodology, and real world implications of a specific domain area within psychology. Prerequisite, Acceptance to the Master of Science in Psychological Science program or permission of the instructor.
- PSY 680V. Thesis** Prerequisite, Acceptance to the Master of Science in Psychological Science program.
- PSY 7223. Research Design and Program Evaluation in Psychology and Counseling** A study of quantitative research designs, qualitative research techniques, and appropriate statistics in the context of psychology and counseling with emphasis on evaluating published research and designing and evaluating intervention programs. Prerequisite: PSY 6213 or equivalent and permission of professor.
- PSY 7513. Psycho-Educational Assessment of Persons with Disabling Conditions** A study of psychological assessment of individuals with a focus on those with disabling conditions. Emphasis will be placed on the process and content of writing reports based on psychological measures. Prerequisites: PSY 6583 or Permission of professor.

- PSY 7523. Psychoeducational Intervention** Exploration and utilization of evidence-based educational and psychological interventions for the purpose of preventing and intervening in school-based learning and behavioral problems. Prerequisite: Permission of Professor.
- PSY 7533. Psychopathology** An examination of selected adult and childhood mental disorders with emphasis on assessment, classification, and intervention. Prerequisite: PSY 4533, Abnormal Psychology or equivalent.
- PSY 7563. Theories of Learning** An examination of various learning theories and their implications for human behavior. Prerequisite: permission of professor.
- PSY 7583. Developmental and Differential Psychology** Developmental aspects of psychological functioning, with emphasis on individual differences. Prerequisites: Undergraduate development psychology class or equivalent or permission of professor.
- PSY 7613. Practicum in School Psychology** Supervised practice in school psychology in an appropriate setting. Prerequisites: PSY 6573, PSY 6583, PSY 6603, PSY 7513, permission of the school psychology committee and the professor.
- PSY 7633. Physiological Psychology and Psychopharmacology** This course focuses on the interaction of biological structure and function with behavior and the role of endogenous chemicals in this interaction. The course addresses biological correlates associated with major mental disorders and exogenous chemical agents used in treatment. Prerequisite: permission of the instructor.
- PSY 770V. Special Problems in Psychology** Advanced study of a specific problem in psychology. Student must submit a written proposal in advance that outlines the study and expected products for evaluation. This proposal also requires written approval of the professor and the department chair. This course is not intended to replace any course in the curriculum.
- PSY 772V. Independent Study** Advanced study of a specific topic or content in psychology not addressed in the curriculum. Student must submit a written proposal in advance that outlines the topic or content and expected products for evaluation. This proposal also requires written approval of the professor and the department chair. This course is not intended to replace any course in the curriculum.
- PSY 780V. Thesis**
- PSY 782V. Supervised Internship** Supervised experience in an appropriate professional setting Prerequisite: Must have completed all coursework prior to beginning internship hours and must have permission of the school psychology committee and the professor.

COLLEGE OF ENGINEERING

Civil Engineering (CE)

- CE 5223. Transportation Engineering** Principles of highway survey and locations, geometric design, highway materials, pavement design, highway drainage, and pavement management. A highway design project is required. Prerequisites, C or better in CE 3223 and CE 4203. Corequisites, CE 4251 and CE 4253. Dual listed as CE 4223.
- CE 5233. Foundation Engineering** Prediction of soil variation, soil investigations, stress distribution and bearing capacity, dewatering analysis and procedures, and settlements. The design and analysis of retaining structures and lateral earth pressures, shallow foundations, pile foundations. Three foundation design projects are required. Prerequisites, C or better in CE 2202 and CE 4253. Dual listed as CE 4233.
- CE 5243. Reinforced Concrete Design** Design of beams with bending, and shear stress, splicing design and deflection calculations, design columns. Prerequisites, C or better in CE 3213. Dual listed as CE 4243.
- CE 5253. Soil Mechanics** Physical properties of soils as used in design, specific gravity, grain size distribution, plasticity, shrinkage, permeability, compressibility, consolidation and shear strength. Foundation design for consolidation. Corequisites, ENGR 3473 and CE 4251. Dual listed as CE 4253.
- CE 5263. Water and Waste Treatment** Design of physical, chemical and biological unit processes for treatment of water, wastewater and sludges. Advanced wastewater treatment processes are presented. Student papers on selected waste treatment applications are required. Prerequisites, C or better in CE 3273. Dual listed as CE 4263.
- CE 5273. Advanced Soil Mechanics** Advanced theories and concepts in the areas of subsurface exploration, soil mineralogy, compressibility of soil and rock, stress distribution and settlement, and shear strength of soil and rock. Undergraduate coursework in soil mechanics. The course is restricted to engineering graduate students.
- CE 5283. Structural Steel Design** Design of structural systems in steel. Design of tension and compression members, beams with bending and axial stresses, bolted and welded connections. Prerequisite, C or better in CE 3213. Dual listed as 4283.
- CE 5293. Advanced Civil Engineering Materials** Advanced topics in civil engineering materials, design and characterization of asphalt cement and asphalt concrete mixtures, design and characterization of Portland cement concrete, and application of composite materials to civil engineering projects. Undergraduate coursework in civil engineering materials. Restricted to engineering graduate students.
- CE 529V. Special Topics in Civil Engineering** Each special topic is selected on the basis of the needs of the graduate class.

Electrical Engineering (EE)

- EE 529V. Special Topics in Electrical Engineering** Each special topic is selected on the basis of the needs of the graduate class.
- EE 5303. Electromagnetic Waves** Study of time harmonic electromagnetic wave interaction with materials including energy and momentum, polarization, reflection, refraction, waveguides, radiation, and scattering. Prerequisites, undergraduate introduction to electromagnetic field theory and differential equations. Dual listed as EE 4303.
- EE 5313. Control Systems** Analysis and design of linear feedback systems. Transfer functions, state-space analysis, transient and steady state characterization, and stability determination. Closed loop analysis and design using root locus and frequency domain methods. Prerequisites, C or better in EE 3403. Corequisite, EE 3353. Dual listed as EE 4313.

- EE 5323. Electrical Machinery** Introduction to the analysis and design of electromechanical energy conversion systems, magnetic circuit theory, general transformer and machinery theory, and DC and AC motors and generators. Prerequisite, C or better in EE 3313 or ENGR 3473, and ENGR 3423. Dual listed as EE 4323.
- EE 5333. Communications Theory** Frequency spectra of time signals. Review of Fourier series and transforms. Signal mixing, modulation, and demodulation. AM and FM broadcasting techniques and bands. Pulsed and digital communication modes. Prerequisite, C or better in EE 3353 (Continuous and Analog Systems) and ENGR 3403 (Electronics 1). Dual listed as EE 4333.
- EE 5343. Digital Signal Processing** Introduction to the analysis and design of discrete linear systems and processing of digital signals. Topics include; time and frequency domain approaches to discrete signals and systems, discrete Fourier transform and its computation, and design of digital filters. Prerequisites, EE 3353 Signals and Systems, EE 3403 Electronics I, and EE 3333 Digital Electronics I.
- EE 5344. Embedded Systems** A microcomputer hardware interfacing course for senior level engineers. A survey of small computers and their engineering functions including control, sensing, and computation. The concept of using assembly language and other languages as control programming languages are introduced. Prerequisites, C or better in EE 3333 and EE 3331. Dual listed as EE 4344.
- EE 5353. Power Systems** Generation, transmission, and distribution of large scale electrical power, associated energy losses and practical design problems and complications. Transmission line analysis. Three phase power networks. Load monitoring and control. Prerequisite, C or better in EE 3313 and ENGR 3423. Corequisite, MATH 4403. Dual listed as EE 4353.
- EE 5354. Intelligent Control Systems** Introduction of fuzzy logic, fuzzy logic in control engineering, neural networks, Bayesian or belief networks, neuro-fuzzy systems, neuro-fuzzy controllers, controller design, and application problems. Prerequisites, EE 4313, EE 5313, or ME 3613.
- EE 5373. Electronics II** A continuation of EE 3403 with emphasis on the analysis, simulation, and design of feedback, operational amplifier systems, frequency response, integrated circuits and power and waveshaping circuits. Prerequisite, C or better in EE 3313, ENGR 3443, and EE 3403. Dual listed as EE 4373.
- EE 5383. Digital Electronics II** Continuation of the study of digital circuit design with emphasis on the design of larger systems and use of LSI components. Register transfer logic, computer interfacing and design, microcomputer based system design. Prerequisite, C or better in EE 3333. Dual listed as EE 4383.
- EE 5743. Digital Communications** Continuation of communications theory with emphasis on modulation and demodulation techniques, signal space representation of digitally modulated signals, coherent/non-coherent detection methods (and receiver structures) in AWGN channel, error performance, communication over band-limited channels with ISI and AWGN. Prerequisite, EE 3373 and EE 4333. Dual-listed as EE 4743.

Engineering Management (EGRM)

- EGRM 6003. Engineering Statistics** Basic concepts and methods of descriptive and inferential statistics including graphical techniques, measures of central tendency and dispersion, interval estimation, hypothesis and goodness of fit tests, comparisons of two populations, and analysis of variance. Prerequisite MATH 2204.
- EGRM 6013. Quality Control and Improvement** A brief review of the evolution of quality control and improvement theory particularly as influenced by key pioneers such as Deming, Juran, and Taguchi. Extensive coverage of selected quality improvement techniques includes statistical process control, inspection sampling, and design of experiments. Prerequisites, EGRM 6003.
- EGRM 6023. Engineering Management I** Basic principles and practices of engineering management activities including planning, organization, leadership, controlling, motivating, ethics, communications, and decision making; group research of special topics with written and oral presentations is required. This course is restricted to graduate students majoring in Engineering Management.

EGRM 6033. Engineering Management II Principles and practices of engineering management including marketing management, globalization, time management, forecasting, finance, cost, accounting, managing technology, engineering management in the new millennium; invited lectures and seminars covering projects of interest to civil, electrical, mechanical, and manufacturing engineers in management positions. Prerequisite, MBA 500V, MBA 501V, and EGRM 6023. This course is restricted to graduate students majoring in Engineering Management.

EGRM 6043. Operations Research Quantitative techniques for decision making; break-even analysis, economic models, Gaussian distributions, inventory control, production models, and mathematical programming. Prerequisite: EGRM 6003, Engineering Statistics.

EGRM 6073. Special Problems in Engineering Management A capstone, project-based course consisting of an investigation of an engineering management topic approved by the faculty; weekly project meetings, a formal engineer's log book of activities, progress reports, oral presentation, and a comprehensive written report are required. Prerequisite, EGRM 6033. This course is restricted to graduate students in Engineering Management and can only be taken during the first semester prior to graduation.

Engineering (ENGR)

ENGR 5703. Environmental, Safety, and Health Engineering Survey and analysis of contemporary environmental, safety, and health-related topics pertinent to engineering and technology applications and practice, including technical, regulatory, economic, and other non-technical aspects. Prerequisite: admission into the Engineering Management graduate program.

ENGR 6013. Advanced Experimental Methods Concepts of advanced measurement methods, measurements, analysis, and reporting. Topics include design of experiment, interfacing, photography and basic optics, image processing, flow visualization, high speed motion analysis, radiation detectors, monochromators, flame emission spectroscopy/scanning, flame probe and phase transition characteristics.

ENGR 6023. Advanced Engineering Math Advanced analytical techniques for the solution of engineering problems including applications in vibrations, electricity and magnetism, optics, and thermodynamics. Topics include introduction to modeling, linear algebra, tensor calculus, linear/nonlinear system solution, boundary value problems, transforms, and complex analysis.

ENGR 6033. Micro and Nanomanufacturing Advanced manufacturing technology based on the integration of science, engineering, and technology. Topics include micro and nanosciences, micro electro-mechanical system (MEMS/NEMS) machining and fabrication, measurement using advanced microscopes, and device applications such as sensors and actuators.

ENGR 6043. Applied Probability and Estimation Application of probability to the analysis of engineering systems with inherent randomness to achieve efficient use of information in engineering analysis. Topics include random variables, statistics, probability density functions, noise, nonrandom parameter estimation, bounds, Bayesian estimation, detection, and filters. Prerequisite, Graduate standing in engineering or consent of instructor.

ENGR 6053. Sustainable Engineering and Development Introduction to sustainability; risk and life-cycle frameworks for sustainability; guiding principles of engineering; green and sustainable materials; design for sustainability; sustainable engineering best practices; a sustainable design project will be required. Prerequisite: Graduate standing.

ENGR 6113. Materials Science and Engineering Principle concepts and advanced studies in materials science and engineering for graduate level students. Fundamental topics such as material properties in microstructures and modern solid state physics and quantum mechanics are introduced.

ENGR 6123. Engineering Optimization Formulation and modeling aspects of engineering problems using various optimization techniques to seek optimum value and design under specific requirements. Set-up numerical formulations and algorithms, introduction of design of experimental methods, and application to practical engineering problems included.

ENGR 6133. Engineering Electrodynamics Dynamic theory of material interactions with electricity, magnetism, and light based on conservation of energy and momentum. Examples include modern applications of optical manipulation such as optical tweezers and optical binding of matter. Prerequisite: ENGR 6023 Advanced Engineering Math and an undergraduate course in electromagnetics.

- ENGR 6143. Advanced Heat and Mass Transfer** Conservation laws, steady/unsteady conduction, mass diffusion, exact/numerical solutions of PDE, FDM, Fourier/Laplace transform in heat transfer, convection, heat transfer in Couette/Poiseuille/Falkner-Skan flows, heat transfer in laminar/turbulent boundary layer, natural convection and radiation. Prerequisite: Undergraduate coursework in fluid mechanics and heat transfer.
- ENGR 6153. Advanced Fluid Mechanics** Principal concepts and advanced topics in fluid mechanics including vector analysis, kinematics, control volume theorem, continuity, momentum, Navier-Stokes, Euler and Bernoulli equations, potential flow, circulation, vorticity, similarity, boundary layers approximation and turbulence. Prerequisite: Undergraduate course in fluid mechanics.
- ENGR 6163. Analysis and Design of Pavements** Stress and strain analyses of flexible and rigid pavements; designs of pavements using empirical and mechanistic approaches; reliability, material characterization, traffic data, and local calibration of mechanistic design of pavements; and sustainable materials and technologies. Undergraduate coursework in civil engineering materials and transportation engineering; restricted to engineering graduate students.
- ENGR 6233. Advanced Foundation Engineering** Advanced theories and concepts in the areas of shallow foundations, deep foundations, foundations on problematic soils, reinforced earth slopes and mechanically stabilized earth retaining walls. Undergraduate Coursework in Soil Mechanics and Foundation Engineering; Restricted to engineering graduate students.
- ENGR 629V. Special Topics in Engineering** Each special topic is selected on the basis of the needs of the graduate class.
- ENGR 6693. Engineering Research** Directed study in a specialized aspect of engineering designed to provide experience in independent investigations. Prerequisite, Permission of research advisor and Master of Science in Engineering Program Director. The course is restricted to students earning a Master's degree in Engineering.
- ENGR 689V. Thesis**

Mechanical Engineering (ME)

- ME 5503. Fluid and Thermal Energy Systems** Analysis and design of components, systems, and processes using the fundamentals presented in Thermodynamics, Fluid Mechanics, and Heat Transfer. Prerequisites, C or better in ME 3533 and ME 4553.
- ME 5523. Introduction to Finite Element Analysis** Theory and application of energy concepts and structural mechanics required for the development of finite element methods are presented. Applications to beams, trusses, torsion, etc. are presented. Prerequisites, C or better in ENGR 2413. Dual listed as ME 4523.
- ME 5543. Machine Design** Analysis and design of mechanical system components using theoretical and empirical concepts coupled with computational modeling and numerical analysis. Prerequisites, C or better in ENGR 2413. Dual listed as ME 4543.
- ME 5553. Heat Transfer** Application of theories of heat transfer by conduction, convection, and radiation to manufacturing processes and industrial applications. Prerequisites, C or better in MATH 4403, ENGR 2423, ENGR 3443, and ENGR 3473. Dual listed as ME 4553.
- ME 5583. Energy Conversion** Combustion analysis of hydrocarbon fuels. Transmission of energy by mechanical, electrical, and hydraulic means. Selected topics in mass transfer and fluid mechanics. Prerequisite, C or better in me 3533 and ME 4553. Dual listed as ME 4583.
- ME 5593. Design of Heating, Ventilating, and Air-Conditioning Systems** Design of HVAC systems to modify environmental conditions. Prerequisite, C or better in ENGR 3443. Dual listed as ME 4593.
- ME 5613. Introduction to Mechatronics** With an emphasis on modeling, the course focuses on the performance characteristics and application of microprocessors, analog and digital electronics, and modern mechatronic systems and intelligent manufacturing, particularly smart sensors, controllers, and actuators. Prerequisite, C or better in MATH 4403. Corequisite, ME 3504. Dual listed as ME 4613.

ME 529V. Special Topics in Mechanical Engineering Each special topic is selected on the basis of the needs of the graduate class.

COLLEGE OF FINE ARTS

DEPARTMENT OF MUSIC

Music Education (MUED)

MUED 5573. Methods and Materials for Teaching Instrumental Music A study of instrumental music programs, with in depth study of program organization, teaching methods and repertoire. Focuses on ancillary concerns such as fund raising and inventory control. Includes discussion on interview techniques and resume and cover letter construction for the aspirant music educator.

MUED 5623. Music in the Elementary School The emphasis is placed on current philosophies and practices in curriculum planning for the elementary school. Non-music majors who have had some experience with classroom music may be accepted via permission of professor.

MUED 5642. Piano Pedagogy Prerequisite: Master's level piano performance or piano performance and pedagogy major, or non-major with the completion of the Piano Proficiency exam, or with permission of instructor. Offer as needed. Emphasis on teaching piano to children from preschool through grade 12.

MUED 5643. Methods and Materials for Teaching Vocal Music An overview of the music curriculum K-12. Emphasis on teaching strategies incorporating cognitive, psychomotor and affective techniques appropriate to secondary school students in vocal music. Opportunities to develop behavioral objectives, demonstrations, plan rehearsals, observe public school music students, and more.

MUED 5651. Instrument Repair A laboratory approach to the maintenance and repair of wind instruments.

MUED 612V. Pedagogy and Performance The study of the literature and pedagogical techniques as related to performance. (May be repeated one time.)

MUED 6433. Advanced Conducting An advanced study of conducting techniques combined with practical score reading application. This course is for the experienced choral and/or instrumental conductor.

MUED 6533. Research in Music Education Students will develop a framework of research areas within music education by undertaking analytical reading and discussion of the major scholarly journals in the field. Additionally, students will learn the parameters involved in assessing and designing sound research practices.

MUED 6613. Leadership in Contemporary Music Education Students will examine current trends in music education including Arts advocacy and policy, standards-based education, inclusion, music program administration, and teacher and leadership characteristics. Furthermore, they will explore possible music education developments in coming years.

MUED 6623. Historical and Philosophical Foundations in Music Education Students will explore the historical roots of music education within society and specifically in Pre K-12 settings. Intertwined in this exploration will be a discussion on the major philosophies that have and continue to influence music education practices.

MUED 6632. Graduate Piano Pedagogy Emphasis on teaching Keyboard Skills classes for non-piano music majors, and teaching college non-piano music majors. Prerequisites, MUED 4642 or MUED 5642, and MUED 612V, or by permission of instructor.

MUED 664V. Thesis

MUED 6662. Music Education Research Project This course is a culmination of the MME body of work for students not choosing the Thesis option. In consultation with music faculty advisors, a research topic is chosen that is meaningful to the music education profession. This capstone project should be of the highest professional quality, demonstrate breadth of competence and the growth achieved through MME degree coursework, and meet the rigorous scholarship demands of academia. Prerequisite, All MME coursework and any remediation(s) must be completed with a minimum grade of "B" in all coursework and a cumulative GPA of 3.0 as well as successful completion of comprehensive exams prior to course enrollment.

MUED 6653. Assessment and Statistics in Music Education This course introduces the various components of assessment in music education. Specifically, students will learn about the use of statistics and how they help measure and evaluate student learning within the preK-12 school music curriculum. Prerequisites: MUS 6212 Introduction to Research, Writing, and Bibliography in Music.

MUED 680V. Independent Study

Music (MUS)

MUS 5223. Graduate Piano Literature This is the graduate version of the current undergraduate course, MUS 4223. Prerequisite, Master's level piano major, or non-major with the completion of the Piano Proficiency exam.

MUS 5412. Form and Analysis Analysis of basic and larger forms of music. Additional requirements will consist of analysis of scores appropriate to the major performance area.

MUS 5422. Composition Electronic Media Original composition to include the writing of small musical forms. Emphasis on instruction in composing using synthesizers, samplers, and computers.

MUS 5433. Improv Jazz and Pop Music Fundamental techniques of improvising with emphasis on melodic and rhythmic principles. Demand.

MUS 5503. Music History II A study of the music of the Renaissance, Baroque, and Classical eras. Additional requirements for graduate students will consist of a special project or paper concerning a specific composer or genre.

MUS 5512. Church Music A study of the music of the Christian Church with an emphasis on the historical and philosophical aspects.

MUS 5513. Music History III A study of the music of the Romantic era to the present. Additional requirements for graduate students will consist of a special project or paper concerning a specific composer or genre.

MUS 5553. Music History Seminar A seminar course on specific music history topics drawn from the medieval period through the 20th century.

MUS 6131. Graduate Recital A full length formal recital with an accompanying scholarly document.

MUS 6141. Small Ensemble (may be repeated for credit).

MUS 6212. Introduction to Research, Writing, and Bibliography in Music An introduction to bibliography of music resources and its application in research and writing.

MUS 6222. Teaching and Learning Music Students will explore the combined academic fields of psychology, sociology, teaching methods, motivation, and developmental aspects within learning music. Students will benefit learning how music performance can be enhanced through understanding how people learn music.

MUS 6311. Wind Ensemble

MUS 6321. Symphonic Band

MUS 6331. Marching Band

- MUS 6341. Jazz Ensemble**
- MUS 6351. Concert Choir**
- MUS 6361. University Singers**
- MUS 6413. Graduate Theory I** Styles of the Medieval, Renaissance, and Baroque periods examined through parametric analysis.
- MUS 6423. Graduate Theory II** Styles, forms, and compositional techniques of the Classic, Romantic, and Twentieth Century periods examined through parametric analysis.
- MUS 6433. Advanced Conducting** An advanced study of conducting techniques combined with practical score reading application. This course is for the experienced choral and/or instrumental conductor.
- MUS 6471. Opera Production** A course in the study and performance of selected opera literature. Emphasis placed on directing and production.
- MUS 6481. Orchestra**
- MUS 6513. Symphonic and Chamber Literature** A study of the development in style, form, structure, and instrumental techniques in symphonic and chamber music extending from its beginnings to the twenty-first century.
- MUS 6523. Choral and Opera Literature** A study of the development in style, form, structures, and techniques in choral music from the medieval period to the present and in opera music from the sixteenth through the twenty-first centuries.
- MUS 6533. Research Techniques** A study of research procedures in music.
- MUS 6662. Music Education Research Project** This course is a culmination of the MME body of work for students not choosing the Thesis option. In consultation with music faculty advisors, a research topic is chosen that is meaningful to the music education profession. This capstone project should be of the highest professional quality, demonstrate breadth of competence and the growth achieved through MME degree coursework, and meet the rigorous scholarship demands of academia. Prerequisite: All MME coursework and any remediation(s) must be completed with a minimum grade of "B" in all coursework and a cumulative GPA of 3.0 as well as successful completion of comprehensive exams prior to course enrollment.
- MUS 680V. Independent Study**

Music Performance (MUSP)

- MUSP 5151. Graduate Collaborative Piano** For advanced pianists. Permission of instructor required. May be repeated for credit. One hour credit. One hour class per week, combination of master class/lecture. Five hours practice required. Students who are enrolled in 1 credit hour of Applied Music courses will be assessed a \$35.00 special course fee. Permission of Instructor. The maximum special course fee for students enrolled in 2 or more credit hours of Applied Music is \$55.00.
- MUSP 6111. Performance** One hour credit. One half hour lesson per week. Five hours practice required. Students who are enrolled in 1 credit hour of Applied Music courses will be assessed a \$35.00 special course fee. The maximum special course fee for students enrolled in 2 or more credit hours of Applied Music is \$55.00. May be repeated for credit. Fall, Spring.
- MUSP 6112. Performance** Two hours of credit. Two half hour lessons, or one 1 hour lesson per week. Ten hours practice required. Students who are enrolled in 1 credit hour of Applied Music courses will be assessed a \$35.00 special course fee. The maximum special course fee for students enrolled in 2 or more credit hours of Applied Music is \$55.00. May be repeated for credit. Fall, Spring.

- MUSP 6113. Performance** Three hours of credit. Two half hour lessons, or one 1 hour lesson per week. Fifteen hours practice required. Available only to Master of Music degree candidates. Students who are enrolled in 1 credit hour of Applied Music courses will be assessed a \$35.00 special course fee. The maximum special course fee for students enrolled in 2 or more credit hours of Applied Music is \$55.00. May be repeated for credit. Fall, Spring.
- MUSP 6114. Performance** (may be repeated for credit).
- MUSP 6121. Pedagogy and Performance** The study of the literature and pedagogical techniques as related to performance. (may be repeated for credit).
- MUSP 6122. Pedagogy and Performance** The study of the literature and pedagogical techniques as related to performance. (may be repeated for credit).
- MUSP 6131. Graduate Recital** A full length formal recital with an accompanying scholarly document.
- MUSP 6141. Small Ensemble** (may be repeated for credit).
- MUSP 6311. Wind Ensemble**
- MUSP 6321. The Concert Band**
- MUSP 6331. Marching Band**
- MUSP 6341. Jazz Ensemble**

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF CRIMINOLOGY, SOCIOLOGY AND GEOGRAPHY

Criminology (CRIM)

- CRIM 5313. Seminar on Organized Crime** Understand organized crime through historical and cultural frameworks, review the relationship between organized crime and federal, state, and local authorities and examine the policies to prevent organized crime. Prerequisite: Have a BA/BS in Criminal Justice, Criminology, Political Science, Psychology, or Sociology.
- CRIM 6133. Police and Society** Study of the evolution of policing and law enforcement as an instrument of formal social control including policing policy, organizational structure and design and various reform initiatives which have been attempted over time, including crime prevention and community problem solving.
- CRIM 6233. Criminal Justice Systems** A study of the general functions of the individual agencies and the duties and responsibilities of the individuals who perform these functions.
- CRIM 6403. Seminar in Juvenile Delinquency** An analytical survey of current research in juvenile delinquency involving causation, prevention, control, and treatment.
- CRIM 6513. Seminar in Community and Institutional Corrections** A study of the nature and effects of custodial institutions on the inmates; a review of community treatment programs and alternatives to incarceration.
- CRIM 6523. Seminar in Criminal Behavior** An analysis of criminal patterns of behavior and criminal typologies.
- CRIM 6603. Internship**

Geography (GEOG)

- GEOG 5113. Water Resource Planning** A study of the basic concepts of hydrology and the major issues associated with water resources planning and management.
- GEOG 5223. Urban Geography** A study of the structure, function, and problems of cities. Emphasizes patterns of population movement, growth, land use, industrial location, and city-region relationships.
- GEOG 5313. Advanced Perspectives in Historical Geography** Examines issues that are both chronological and spatial in nature including settlement patterns, migration, and population trends.
- GEOG 5613. Conservation of Natural Resources** Current problems associated with the conservation of natural resources.
- GEOG 5623. Environmental Management** A study of the dynamic nature of the earth's surface, using the hydrologic cycle as a broad framework for analyzing the physical environment and for assessing sound environmental management practices.
- GEOG 5633. Climatology** Climatic regions of the world; controlling factors of weather.
- GEOG 5643. Geography of Arkansas** A study of Arkansas' physical, historical, and cultural landscapes.
- GEOG 5813. Special Topics in Geography** An intensive study of a region or pertinent topic in geography. May be repeated once when topic changes.

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

Sociology (SOC)

- SOC 5003. Perspectives on Death and Dying** A multidisciplinary overview of major themes and perspectives on dying, death and bereavement, including historical, cultural, social, and psychological aspects; medical, legal and ethical issues; grief and bereavement; the death system; violent death, disasters and megadeath; and beyond death.
- SOC 5063. Sociology of Disasters** Discusses Socio-cultural aspects of natural and human-made disasters, with an emphasis on social causes and consequences.
- SOC 5073. Sociology of Family Violence** Overview of the causes, prevalence, and consequences of child abuse, intimate partner violence, and elder abuse.
- SOC 5223. Urban Sociology** Urban structure, ecology, planning, populations, and role in region and nation.
- SOC 5233. Social Organization** A study of the concepts and principles of social organization and disorganization and the disruptive effects of social and cultural dynamics upon the individual, family, community, nations, and world.
- SOC 5243. Social Theory** Examination of the context, content and contributions of sociological thinkers up to the early 20th century.
- SOC 5253. Rural Sociology** Multidimensional examination of the range of rural places, people, institutions, cultures, economies and change with a focus on the United States and Arkansas.
- SOC 5263. Terrorism as a Social Movement** This course examines domestic and international terrorism, including the history of terrorism. Philosophical and religious ideologies justifying terrorism, the social, political, economic, psychological and legal impacts of terrorism. Terrorist groups motives, and tactics, and methods of counter terrorism.
- SOC 5273. World Population and Society** Basic concepts and measures of the three central demographic processes of fertility, mortality and migration and introduction of contemporary population related issues.
- SOC 5323. Applied Research** Techniques for analyzing social science data using the Statistical Package for the Social Sciences and other data analysis systems. Prerequisites: SOC 3383 and SOC 4293.
- SOC 5333. Sociology of Youth Subcultures** Sociological study of youth subcultures from American, British, and new sub cultural perspectives, plus a range of historical and contemporary youth subcultures. Also covers various analytic topics such as identity, resistance, style, music, response, and consumption. Prerequisite: SOC 2213
- SOC 5343. Geographic Information Systems for the Social Sciences** An introduction to the applied analysis of social and environmental geographic data. Includes a discussion of geographic data, maps, and conducting applied geographic analysis.
- SOC 5353. Sociology of Aging** Survey of theories, methodologies, concepts and major research findings regarding the aging of individuals and societies, using the U.S. as a central example.
- SOC 5363. Environmental Sociology** This course explores how our views of nature and the environment are socially constructed. In this context, we will examine how numerous environmental issues are created and exacerbated by social issues. We will also investigate actions that will reduce our ecological footprint. Prerequisite: permission of the instructor.
- SOC 5373. Sustainable Developments in Modern Society** This course will introduce students to the concept of sustainable development. In our investigation of what a sustainable community would look like, issues such as development paradigms, human environment interactions, and politics will be discussed on local, national, and international scales. Prerequisite: permission of the instructor.
- SOC 560V. Special Problems** Seminar in sociology and criminology for graduate students. Must be arranged in consultation with a professor, and approved by the department chair. Restricted to graduate students.

- SOC 6103. Social Change** An examination of the sources, mechanisms, and consequences of social and cultural change.
- SOC 6113. Seminar in Contemporary Sociology** Controlled discussion of major social issues and problems as they relate to ongoing sociological research. (May be repeated for credit with different subtitle. ONLY six hours with the same course number will count toward the degree.)
- SOC 6123. Aging, Law and Social Issues** The operation and impact of various laws, policies, and regulations in the U.S. that affect later-life individuals and their families, with a discussion of possibilities for future trends.
- SOC 6203. Social Psychology** A survey of major theoretical approaches in social psychology, with an emphasis on communication and social interaction.
- SOC 6213. Sociology of Education** The study of schools as social systems in a social environment.
- SOC 6303. Contemporary Sociological Theory** A critical examination of significant contemporary sociological theories. Analysis of the relation between theoretical development and current research emphasis. Prerequisite: SOC 4243 or SOC 5243.
- SOC 6343. Methods of Social Research** An examination of the logic of scientific inquiry and some commonly used research techniques in sociology with applications to selected examples of sociological research.
- SOC 6353. Qualitative Methods of Social Research** An introduction to the use of intensive interviewing, participant observation, narrative analyses, and related ethnographic techniques in sociological research.
- SOC 6383. Advanced Data Analysis** Assumptions, principles, and applications of ordinary least squares and logistic regression techniques including the basic model, dummy variables, and special functional forms. Emphasis on data acquisition, management, analysis, and report writing in sociological practice. Prerequisite: SOC 3383 or equivalent (PSY 3103, STAT 3233, ECON 2113, POSC 3003)
- SOC 6413. Seminar in the Family** This course is oriented toward contemporary theory and research dealing with family structure and change.
- SOC 6423. Seminar in Race, Gender and Class** Introduce perspectives, methods, concepts and general findings of sociologists as they apply to race, gender and class. Application of sociological framework to analyze social difference, inequality, power, and resistance.
- SOC 670V. Thesis**
- SOC 680V. Independent Study**

DEPARTMENT OF ENGLISH AND PHILOSOPHY

Methods and Materials Teaching English (EDEN)

- EDEN 5553. Methods and Materials for Teaching English in the Secondary School**
The study of models of teaching and instruction and of assumptions underlying current teaching-learning practices for English in secondary schools. Opportunities to develop skills and strategies for teaching language, literature, and composition to culturally diverse students.

English (ENG)

- ENG 5023. Advanced Creative Writing** A workshop in writing poetry, fiction, or drama. (By permission of professor.)

- ENG 5083. Introduction to Linguistics** A study of phonetics, phonemics, morphology, syntax, and semantics.
- ENG 5113. Genre Studies: Tragedy, Comedy, Romance, or Epic** Studies in one of four genres in all its formal aspects and changing manifestations in literature, including fiction, drama, and poetry.
- ENG 5183. Renaissance Drama Excluding Shakespeare** Familiarizes the student with the contemporaries of Shakespeare in the Elizabethan/Jacobean theatre. Some familiarity with Shakespeare helpful, but not essential.
- ENG 5213. Medieval Literature** A study of English literature during the Middle Ages. Selected continental writings may be included.
- ENG 5223. Milton** An intensive study of selected works of John Milton.
- ENG 5233. Sixteenth-Century Literature** English literature during the sixteenth century. Selected continental writings may be included.
- ENG 5243. Seventeenth-Century Literature** English literature during the seventeenth century. Selected continental writings may be included.
- ENG 5253. Restoration and Neoclassical Literature** A study of English literature during the late seventeenth and eighteenth centuries. Selected continental writings may be included.
- ENG 5263. Romantic Literature** A study of major currents and figures of the English Romantic movement. Selected background writings may be included.
- ENG 5273. Victorian Literature** A study of major currents and figures in the Victorian Age. Selected background writings may be included.
- ENG 5283. Modern British Literature** English literature in the twentieth century. Selected background writings may be included.
- ENG 5333. American Romanticism** American literature from 1820 to 1865.
- ENG 5353. American Realism and Naturalism** A study of American literature in the last half of the nineteenth century and the early twentieth century.
- ENG 5373. Modern American Literature** American literature since World War I.
- ENG 5383. Multi-Ethnic American Literature** African American, Asian American, Latino American, Native American, and/or ethnically specific Euro-American literary works.
- ENG 5473. Women Writers** A study of literature written by women.
- ENG 5623. Mythology** An examination of the content, structure, and belief systems, of various mythologies from the perspective of selected mythographers.
- ENG 5633. Material Folk Culture** The analysis and interpretation of traditional skills, services, and art/craft objects provided in folk societies. (Will not count for English MA/MSE.)
- ENG 5711. Preceptorship in Writing Studies** Professional and pedagogical practices in the field of Writing Studies.
- ENG 6013. Composition Theory** Intensive study of composition theory using selected works of major composition and rhetorical theorists.
- ENG 6133. Theory and Methods of Literary Study** Development of skills in explication, library research, and the practice of criticism by studying one or more broad issues in literature. May be repeated once.
- ENG 6233. Shakespeare** An intensive study of selected works of Shakespeare.
- ENG 6253. Topics in British Literature** Intensive study of a theme, motif, pattern of images, or other significant feature of several works of British literature. Topic to be selected. May be repeated when topic changes.
- ENG 6263. British Authors to 1780** Intensive study of a major British author or group of related authors who flourished before 1780.

- ENG 6283. British Authors Since 1780** Intensive study of a major British author or group of related authors who flourished after 1780.
- ENG 6353. Topics in American Literature** Intensive study of a theme, motif, pattern of images, or other significant feature of several works of American literature. Topic to be selected. May be repeated when topic changes.
- ENG 6363. American Authors Before 1865** Intensive study of a major American author or group of related authors who flourished before the Civil War.
- ENG 6383. American Authors Since 1865** Intensive study of a major American author or group of related authors who flourished after the Civil War.
- ENG 6453. Topics in World Literature** Intensive study of a theme, motif, pattern of images, or significant feature of several works of world literature. Topic to be selected. May be repeated when topic changes.
- ENG 6533. Teaching Writing in the Schools** A survey of theories and methods of teaching composition with special emphasis on practical applications in teaching writing at all levels.
- ENG 6563. Teaching Literature in the Schools** A course in methods of teaching literature in the public schools and two-year colleges. Develops theories, rationales, strategies, and projects related to teaching literature.
- ENG 6613. Special Topics** Intensive study of special issues related to literature and language such as folklore, genre theory, or the history of literary criticism. Topic to be selected. May be repeated when topic changes.
- ENG 6623. Folklore** Intensive treatment of the concepts, theories, methods, materials, and history of folklore study.
- ENG 6712. Preceptorship in Teaching Composition** Professional and pedagogical practices in the teaching of composition.
- ENG 674V. Thesis**
- ENG 680V. Independent Study** (See department guidelines.)

Philosophy (PHIL)

- PHIL 5723. Aesthetics** An analysis of the nature of art, designed to help students respond intelligently to works of art.
- PHIL 5733. Environmental Ethics** An investigation of the ethical dimensions of environmental issues. Prerequisite: PHIL 1103.

Heritage Studies (HS)

- HS 7003. Introduction to Heritage Studies, Research, and Writing** This core class required for the Ph.D. program provides an introduction to important concepts and significant readings that delineate Heritage Studies. Also examined are resources for scholarly research and methods for effective writing.
- HS 7061. Heritage Studies Seminar** A graduate seminar/colloquium that examines and critiques trends, issues, and opportunities in the heritage professions through discussions of research and internship experiences; materials and methods; theory and practice; and events, regions, and individuals.
- HS 7103. Concepts of Culture** Seminar that examines the theoretical and methodological approaches to the study of culture of the disciplines within Heritage Studies through topics such as race, class, gender, region, religion, and issues of rural and urban life.

- HS 7113. Regional Culture: History of the Mississippi River Delta** A graduate seminar that examines the history and culture of the Mississippi River Delta. Areas of particular focus include the economic, political, and social development of the region from the era before European contact to the present.
- HS 7123. Management Issues in the Heritage Professions** A graduate seminar that examines management issues affecting the Heritage Professions. Specific emphasis is placed on planning for the preservation, preparation, and presentation of heritage to non-specialist or public audiences.
- HS 7133. Cultural Resource Methods** This course examines interrelationships between ethnography, field research, and the presentation of culture and history. Students learn field research methods and read ethnographic studies.
- HS 7203. Special Topics in Heritage Studies** Intensive consideration of interdisciplinary topics related to the field of Heritage Studies. Specific subject of seminar to be selected. May be repeated when topic changes.
- HS 7213. Research Seminar** A doctoral seminar that focuses on resources and concepts important to the development of independent scholarly work on a selected topic appropriate for the Heritage Studies Ph.D. program. The seminar provides extensive work with original research materials and intensive writing. May be repeated.
- HS 722V. Independent Study** Independent reading and/or research directed by faculty. Topics addressed through independent study will vary. May be repeated.
- HS 730V. Heritage Studies Internship** Off-campus or on-campus directed experience in public institutions such as museums, libraries and archives, historical societies and state parks, cultural tourist sites, community heritage programs, federal, state, and local agencies. A professional work experience directed by faculty and mentored by sponsors. Prerequisites: admission to the Ph.D. program or consent of faculty and sponsor. May be repeated.
- HS 731V. Research and Practicum Experience** Supervised research and professional work experience approved by the student's graduate advisor resulting in a report. Undertaken before completion of the comprehensive exam for either the master's degree or the doctoral degree in Heritage Studies. May be repeated.
- HS 889V. Dissertation**

DEPARTMENT OF HISTORY

History (HIST)

- HIST 5113. Imperial Russia** Russian history to the Revolution of 1917.
- HIST 5123. Soviet and Post-Communist Russia** The U.S.S.R. and Post-Soviet states.
- HIST 5133. History of Ancient China** Ancient Chinese civilization from the founding of the Shang Dynasty (1766 B.C.) to the end of the Three Kingdoms Period (A.D. 280).
- HIST 5143. Rise of Modern China** Major developments in Chinese history with emphasis on the twentieth century.
- HIST 5213. History of England: 55 B.C. to A.D. 1689** The social, political, and ecclesiastical history of England from Julius Caesar's reconnaissance to the Glorious Revolution.
- HIST 5223. History of Great Britain: 1688 to 1982** The social, political, economic and imperial history of Great Britain from the Glorious Revolution to the Falklands War.
- HIST 5243. The Vikings** The impact of the Viking phenomenon on Europe, and of Europe on Norse culture in the 7th-13th centuries.
- HIST 5263. Early Christianity** Growth and influence of Christianity in Mediterranean and European lands, to 600 C.E.

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- HIST 5273. History of Mexico** A survey emphasizing contemporary developments and relations with the United States.
- HIST 5303. The Idea of History** A study of the idea of history in its chronological, practical, and historiographical manifestations.
- HIST 5323. Management of Archives and Manuscripts** Management of archival collections in academic, public, and private institutions, including traditional and digital technologies for preservation and access, and current issues confronting archivists.
- HIST 5413. Colonial North America** Colonial development from Jamestown through the American Revolution.
- HIST 5423. Foundations of the American Republic, 1783-1850** A study of the major political and social developments between the Revolution and the Civil War.
- HIST 5453. United States Civil War and Reconstruction** An intensive study of the Civil War period and the resulting problems of Reconstruction.
- HIST 5463. U.S. Gilded Age/Progressive Era** Explores the dramatic economic, social, and political upheavals of 1880-1917.
- HIST 5473. U.S. Southern Women's History** Examines the history and changing status of women in the U.S. South from the 1400s to the present.
- HIST 5483. History of Sexuality in America** Forces which have shaped American beliefs and practices concerning sexuality, and the roles played by gender, race and class.
- HIST 5513. Museum Collections Management** An overview of the management and preservation of material culture in museums. Policy development, documentation, and care of collections are broad topic areas.
- HIST 5553. History of Medicine** Worldwide survey of medicine, disease, and health from prehistoric times to the present.
- HIST 5613. Seminar in Global History** Intensive research seminar examining major questions in global history. May be repeated for credit with different subtitle.
- HIST 5713. Computers in the Social Studies Classroom** Experience in evaluating, creating and using history websites and software, and developing computer presentation skills for the social studies classroom. No prerequisites.
- HIST 6003. Introduction to Graduate Study of History** Introduction to graduate-level history, covering fundamental research skills needed for graduate work and an overview of the study of historiography.
- HIST 6213. The Practice of History** An experiential study of historical scholarship — research, writing, and criticism.
- HIST 6253. Graduate Readings Seminar** An in-depth look at the historical literature on a specific topic; content varies and the course may be repeated for credit.
- HIST 6263. Graduate Research Seminar** Closely guided examination of a body of documentary evidence, leading to a major research paper based on primary sources; content varies and the course may be repeated for credit.
- HIST 6273. Special Topics in World History** (May be repeated for credit with different subtitle.)
- HIST 6283. Special Topics in American History** (May be repeated for credit with different subtitle.)
- HIST 6313. Introduction to Public History** Introductory overview of the field of public history, including areas of specialization such as archival management, museum work, oral history and folklore, historic preservation, and public parks.

- HIST 6323. Historic Preservation** Practical introduction to preservation of historic buildings, sites, and districts; surveys the history of the preservation movement, federal and state law and policy, the economics of preservation projects, and a variety of historic sites in the surrounding region.
- HIST 6333. Seminar in Arkansas Studies** Intensive research seminar covering various aspects of Arkansas history.
- HIST 6343. Historic Preservation Field School** A historic preservation field project that will allow students to gain hands-on experience. The project will include archival research and supervised field investigations to examine a specific type of historic resource.
- HIST 6363. American Architectural History** Examination of the development of American architecture in the context of the social, cultural, and economic history of the nation from pre-European settlement to the present.
- HIST 6403. Studies in African-American History** This course will focus on the reading, analysis, and research of primary sources dealing with the African-American experience. (May be repeated for credit with different subtitle.)
- HIST 6413. American Regional History** Studies in the history of select American regions. (May be repeated for credit with different subtitle.)
- HIST 6433. American Cultural and Social History** Studies in select cultural and social topics in American history. (May be repeated for credit with different subtitle.)
- HIST 6443. American Groups in Conflict** Studies in the history of select American groups. (May be repeated for credit with different subtitle.)
- HIST 6453. American Period Studies** Studies in select periods of American history. (May be repeated for credit with different subtitle.)
- HIST 6513. Theory and Practice of Global History** Theoretical and practical issues facing teachers and practitioners of global history.
- HIST 6523. Africa, Slavery, and World History** Africa's role in larger global historical processes as a result of the slave trade.
- HIST 6533. Indian Ocean World Since 1100** The Indian Ocean as a coherent unit of historical study, the sources and extent of this unity, and several explanations for its decline.
- HIST 6543. History of the Crusades** The medieval Crusades as multi-national military efforts, inter-cultural transactions and inter-religious conflicts, with emphasis on global consequences.
- HIST 6553. Black Death in Global Perspective** Research seminar on the history and historiography of the great 14th-century pandemic, seen from a global perspective.
- HIST 622V. Internship in Public History** Practical experience with public agencies or private businesses in history-related subjects.
- HIST 623V. Capstone Project in Public History** The capstone project combines the knowledge skills obtained in previous coursework and allows the students to conceive, develop, and produce a public history project with a partner institution
- HIST 630V. Thesis**
- HIST 6613. Studies in Civilization** Studies in the history of civilization before modern times. (May be repeated for credit with different subtitle.)
- HIST 6623. European History** Studies in select topics in the history of Europe. (May be repeated for credit with different subtitle.)
- HIST 6633. Eurasian History** Studies in select topics in the history of Eastern Europe, Russia, and the Eurasian Plain. (May be repeated for credit with different subtitle.)
- HIST 6653. Asian History** Studies in select topics in the history of Asia. (May be repeated for credit with different subtitle.)

- HIST 6763. Public History Seminar** This course will examine the philosophical, ethical, and practical aspects of applying the historians craft and training outside the classroom.
- HIST 680V. Independent Study**

Methods and Materials Teaching Social Studies (EDSS)

- EDSS 5603. Methods and Materials for Teaching Social Studies in the Secondary School** Historical and current trends in teaching social studies at the secondary school level. Major emphasis on content and concept development and their application in the social studies classroom. Practice in writing objectives, applying teaching techniques, and formulating student evaluations.

DEPARTMENT OF LANGUAGES

French (FR)

- FR 5503. Special Topics** Advanced study in a genre, movement, author, culture or other specialized topics. May be repeated when topic changes. Prerequisite: permission of professor.
- FR 560V. Special Project in Teaching** An independent study and practical application of selected professional topics in language teaching. May not be used to satisfy any degree requirements. Prerequisite: BSE majors only with at least 21 hours above FR 2023 and permission of professor.
- FR 680V. Independent Study**

Spanish (SPAN)

- SPAN 5503. Special Topics** Intensive study of a theme, motif, literary movement, genre, author, or a significant feature of several works of Spanish literature. May be repeated when topic changes. Prerequisite: SPAN 3413 or permission of professor.
- SPAN 560V. Special Project in Teaching** An independent study of selected professional topics in language teaching. This course may not be used to satisfy any degree requirements. May be repeated for up to six hours credit. Prerequisite: BSE majors only with at least 21 hours above SPAN 2023 and permission of professor.
- SPAN 680V. Independent Study**

DEPARTMENT OF POLITICAL SCIENCE

Political Science (POSC)

- POSC 5113. American Legislative Process** A study of the structure and organization of legislative bodies and a detailed study of legislative processes.
- POSC 5143. Public Opinion and Public Policy** The function of public opinion in political systems, and methods for revealing public preferences; with principal focus on the U.S. case.
- POSC 5163, Political Engagement** The modes and rates of political participation in the United States with an emphasis on the effects of gender, ethnicity, education and other factors.

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- POSC 5313. International Organization** Development, structure, and politics of international organizations such as the United Nations.
- POSC 5213. Politics of the Former Soviet Lands** Government and politics of Russia and her neighbors, including the transition from communism and issues of war and peace between the republics of the former Soviet Union.
- POSC 5223. Middle Eastern Political Systems** Major Middle Eastern political systems, with concentration on their common characteristics and major differences.
- POSC 5233. Life Sex Death or Body Politics in Comparative Perspective** A cross-national study of policy and policy change with respect to state regulation of the body. Completion of POSC 6003 or permission of instructor.
- POSC 5323. Foreign Policy Analysis** Theory, practice, and analysis of foreign policy, with a focus on the United States and an emphasis on contemporary issues and basic ideas governing American foreign policy. Dual-listed with POSC 4323.
- POSC 5453. Analysis of Contemporary Political Theory** An analytical and theoretical examination of one or more theoretical political issues of the 20th and 21st centuries. Topics of analysis may include democracy, justice, community, political ethics, multiculturalism, or the theories of a particular political philosopher or school of political philosophy. Content will vary.
- POSC 5533. Environmental Law and Administration** Overview of current environmental law, its administration and enforcement.
- POSC 6003. Techniques of Political and Public Administration Research** Develops a working knowledge of the substance of contemporary research in political science and public administration and of alternative research strategies and techniques of data analysis in contemporary research.
- POSC 6013. Advanced Political Analysis** Quantitative analysis of political phenomena, including research design and analysis, theory formation, hypotheses, analytical techniques, and advanced regression. Prerequisite, POSC 6003.
- POSC 6113. Intergovernmental Relations** A survey of federalism, grant-in-aid programs, and federal, state, local relations in the United States.
- POSC 6123. Urban Politics** An analysis of urban political processes and urban policy alternatives.
- POSC 6133. Seminar in Political Parties and Political Behavior** An analysis of selected aspects of American political parties and electoral behavior. May be repeated only once when topic changes.
- POSC 6143. Seminar in American Government and Politics** An examination of selected aspects of American governmental institutions and processes. May be repeated only once when topic changes.
- POSC 6153. The Supreme Court, Politics and Law** An analysis of the role of the Supreme Court as a political institution and its impact on public policy and the Constitution.
- POSC 6163. Political Organizations** Exploration of various forms of political organization in the United States, ranging from political parties to popular movements.
- POSC 6173. Environmental Policy Processes** Analysis of attitudes, values, processes and institutions that affect environmental policy and the environmental issues currently being faced at local, state, national and international levels.
- POSC 6213. Major Asian Political Systems** An examination of the political institutions of selected Asian countries.
- POSC 6223. Seminar in Comparative Politics** A review of the theory and method of comparative political study with an analysis of governmental institutions in Western and non-Western countries.
- POSC 6233. Seminar on Politics and Religion** Investigates variations in the extent to which, and the means by which, faith and faith institutions influence politics.

- POSC 6243. Political Violence** Study of theories relating to inter-state and intra-state violence and conflict including an analysis of contemporary empirical work on civil wars, inter-state wars, revolutions, coups, genocide, violent social movements, and state repression.
- POSC 6313. Contemporary International Relations** A study of contemporary international problems and issues as they are related to the foreign policies of major powers.
- POSC 6333. International Relations Theory** An in-depth examination of theories of international relations, such as realism, balance-of-power, pluralism, and globalism.
- POSC 6343. The Environment and World Politics** A study of the politics of the global environment, including disputes between industrialized countries and the Third World over population policies, deforestation, global warming, and use of the oceans.
- POSC 6413. Seminar in Political Theory** An examination of selected works of one or more major political philosophers.
- POSC 6423. Public Financial Management** Financial planning and management in local government.
- POSC 6433. Nonprofit Fundraising and Financial Management** Best practices, challenges and practical fundraising and financial management strategies for nonprofits.
- POSC 6443. Nonprofit Planning and Marketing** Strategic planning and marketing tools for nonprofits.
- POSC 6503. Managing Local Government** An analysis of how public administrators manage municipal government, with special reference to such topics as community and economic development, housing, recreation, public safety, waste disposal, etc.
- POSC 6513. Administrative Law** A study of the rules and procedures of bureaucratic organizations and their applications.
- POSC 6523. Decision Making** An examination of decision-making models for individuals, small groups, and large organizations in the public sector.
- POSC 6533. Public Policy Analysis and Evaluation** Provides a theoretical and technical framework for understanding the fundamentals of policy analysis and evaluation.
- POSC 6543. Administrative Behavior** An examination of administrative structures and patterns of behavior in public sector organizations.
- POSC 6553. Public Budgeting and Finance** A study of political processes and administrative methods associated with governmental revenues, expenditures, and fiscal control of public organizations.
- POSC 6563. Seminar in Public Administration** An examination of the development of public administration as a profession; its history, political environment, ethics, and its method.
- POSC 6573. Grant Writing and Administration** Emphasis is placed on a step-by-step process through all stages of writing successful proposals and on providing technical expertise and knowledge through campus outreach efforts of faculty and students to strengthen the nonprofit and nongovernmental organizations that serve the local communities.
- POSC 6593. Seminar in Human Resources Management** An examination of policies, procedures, strategies, laws and regulations implemented in human resources management for public and nonprofit organizations.
- POSC 660V. Internship in Public Administration**
- POSC 6613. Administrative Leadership** A study of the techniques and practices that successful managers employ to get their work done through politicians, subordinates, and citizens. Emphasis is placed on issues that are faced by first time managers.
- POSC 6623. Administrative Ethics** An analysis of the theoretical, philosophical, and practical tools needed for making appropriate decisions in the role of an administrator in a public or not for profit organization.

- POSC 6633. Public Information Management** An analysis of how various governmental units juggle the competing demands of sound management and playing politics when devising communication strategies with emphasis placed on crisis management and how information is marketed for maximum impact.
- POSC 6643. Nonprofit Management** Overview of both the practical and theoretical principles utilized in leading nonprofit organizations. Specific attention given to the use engaging techniques to examine the areas of managing people, finance, technology, fundraising, marketing, and board/volunteer development from the nonprofit perspective.
- POSC 6653. MPA Capstone Experience** Designed for students to construct a professional portfolio to showcase, in a single document, the skills, competencies, and knowledge they have developed over their time in the MPA program. Registration will be restricted to students in their final enrollment term in the MPA program.
- POSC 665V. Thesis**
- POSC 680V. Independent Study**

COLLEGE OF MEDIA AND COMMUNICATION

Media and Communication (CMAC)

- CMAC 6053. Quantitative Research Methods** Study of the tools and techniques of empirical research as they may be applied to mass communications.
- CMAC 6203. Introduction to Graduate Study** Survey of research methods; evaluation of selected studies; preparation of thesis.
- CMAC 6253. Qualitative Research Methods in Communications** This course is designed to acquaint students with major approaches to qualitative inquiry in the field of communication. Students will gain experience in collecting, analyzing, and interpreting qualitative data as well as in writing qualitative research reports.
- CMAC 6463. Media Management Applications** CAPSTONE Discussion and application of MSMM program-provided content to address real-world media management problems. Capstone course concludes with on-campus meeting where individual and group discussions are used to provide credible solutions to real-world situation.

Journalism (JOUR)

- JOUR 5043. Studies in Newspaper Management** Study of business and editorial management of the print media, including newspaper organization, publishing policies and economics, print media technology, circulation and promotion problems.
- JOUR 5053. Public Affairs Reporting** Instruction and practice in gathering material and writing stories on public affairs; emphasis on courts and government. Requires two hours of laboratory work per week. Prerequisite, MMJ 2013.
- JOUR 5083. Sports, Business and Opinion Writing** Techniques of news-writing and information gathering in business and sports reporting. Techniques of opinion writing. Prerequisite: C or better in MMJ 2013 or permission of professor or chair.
- JOUR 5113. Integrated Marketing Communication** Focuses on the strategic integration of various channels and methods of communication for the purpose of delivering key messages to diverse target audiences in order to elicit responses, create a dialogue and engender relationship-building.
- JOUR 5213. Social Media in Strategic Communication** This course examines concepts and applications of social media within mass communications, news, advertising, and public relations industries. We will explore and apply social media tools, integrating them into an organization's overall communication strategy.
- JOUR 5323. Race, Gender and Media** Survey of the interface between Americans and the mass media in the United States.
- JOUR 5373. Internet Communications** Provides students with a thorough understanding and practice in the use of the Information Superhighway. Students will develop skills and strategies to access and create news, advertising, and public relations messages in this new electronic medium for mass communications. The course will also look at new opportunities for communications professionals, examine critical social, political, and economic issues for the medium, and prepare for future technological advances. Prerequisite: basic computer competency.
- JOUR 5913. Media Advisers Seminar** To provide an overview of the issues and practices of scholastic journalism, and to enable secondary school journalism advisers to acquire and refine skills in writing, reporting, and design.
- JOUR 6023. Journalism Seminar** Study of the press as an institution; its problems, role, content, effects, and responsibilities as a cultural force in society.

JOUR 6243. Media Account Management Advanced study of the principles and practice of media account management. Includes an in-depth analysis of advantages and disadvantages of multiple media platforms in communicating messages to diverse target audiences and a discussion of effective and ethical client relationships.

JOUR 6253. Audience Market Analysis Using social scientific research methods for audience/consumer analysis, this course provides a survey of applications of research in media industries. Pragmatic task activities will be conducted via Nielsen, Arbitron, SRDS and related data sources to find audience market insights.

Mass Communications (MCOM)

MCOM 5023. Public Opinion Propaganda and the Mass Media Survey of public opinion formation and change, with special attention to the role of the mass media in the creation and use of public opinion and propaganda.

MCOM 5603. Crisis Communication An investigation of communications during crises, focusing on public relations, advertising and other persuasive efforts by institutions, corporations, movement leaders, and citizens to describe, persuade and shape human interactions with their environment during a crisis.

MCOM 6023. Advanced Studies in Communications Law An advanced study of communications law problems, issues, and responsibilities. Selected publications in the field will be examined. Individual projects concerning legal problems in freedom and responsibilities of the mass media.

MCOM 6033. Media Regulation, Public Interest and the Law Course provides an introduction to media laws and regulations, addressing how they impact media managers, how to allocate necessary resources, and how to remain current as to media policies and regulations.

MCOM 6043. Theory of Mass Communications Study of mass communications models, theory development, mass communications theories and theory relationships to research in mass communications.

MCOM 6063. Interpretative Research Methods in Mass Communication This course is intended to provide the student with the basic skills needed for understanding, rather than predicting or controlling, phenomena. Included will be discussion of and practice in basic phenomenological description, structural analysis, research interviewing, and qualitative research reporting. Co-requisite: MCOM 6043 Theory of Mass Communication

MCOM 6163. Applied Research in Mass Communications Guided research dealing with practical problems in mass communications. A primary outcome of the course will be a formal research paper acceptable for publication. Prerequisite: MCOM 6053.

MCOM 6263. Ethnographic Research in Visual Communications Ethnographic research in Visual Communication focuses on the development and application of visual research methods used in communication. Students will learn through course lectures, readings and discussions as well as hands-on ethnographic fieldwork or survey-based research.

MCOM 6303. Media, Heritage, and Cultural Identity Course analyzes various forms of media to better understand how media contributes to cultural identity and heritage.

MCOM 6423. Media Entrepreneurship Students will focus on development of entrepreneurial products by taking an idea from conception to production completion while practicing aspects of management, financing, and entrepreneurship. Students will address communication industry dilemmas that address creative product development.

MCOM 6433. Media Programming Strategies Strategy and creative development of media offerings. Students will analyze a media market, develop programming options based on market data and initiate scheduling and promotion of such programming.

MCOM 670V. Thesis

MCOM 671V. Project

MCOM 680V. Independent Study

Radio-Television (RTV)

- RTV 5053. Public Affairs Reporting for Electronic Journalism** Coverage of municipal and county government agencies, public school boards, community planning and development agencies, and special events within the local community for the electronic media.
- RTV 5303. Multimedia Reporting** Apply the basics of traditional journalism skills in the digital media practice and develop the abilities of integrating audio, photographs, graphics and video as multimedia storytelling tools to enrich online news coverage. Prerequisite: Basic computer competency.
- RTV 5323. News Production and Performance** Experience in producing news programs. Students exercise judgment and make editorial decisions about news content and program continuity. Experience in verbal and non-verbal communication relative to on camera delivery.
- RTV 5333. Trending Topics** A seminar that addresses current topics in the area of communication.
- RTV 5363. Multimedia Storytelling** Introductory course in multimedia concepts, media elements, platforms, and production. Emphasis is placed on delivery of content across media platforms for diverse audiences.
- RTV 5373. Internet Communications** Provides students with a thorough understanding and practice in the use of the Information Superhighway. Students will develop skills and strategies to access and create news, advertising, and public relations messages in this new electronic medium for mass communications. The course will also look at new opportunities for communications professionals, examine critical social, political, and economic issues for the medium, and prepare for future technological advances. Prerequisite: basic computer competency.
- RTV 5573. Sportscasting** Theory and practical application of sportscasting for radio and television.
- RTV 6023. Advanced Studies in Broadcast Management** An advanced study of the elements, problems, and responsibilities of radio and television station management.
- RTV 6033. The Broadcast Documentary** This course provides for the graduate student in broadcasting an opportunity both to study the broadcast documentary, its structure and role, and to gain some hands-on practical experience in organizing, structuring, and producing this broadcast form.
- RTV 6073. International Communication Seminar** Critical discussion and analyses of the social, cultural, economic, political, technological and institutional forces governing the exchange of mediated information across national frontiers.
- RTV 6223. Broadcasting Seminar** Topics include research in broadcasting, electronic media, or another area appropriate for advanced study and original research. The course topic coincides with the research needs of students and the expertise of the directing faculty members. Depending on the interests of participants and on the topic of the seminar, students may conduct research individually or may work together on research projects.

Communication Studies (SCOM)

- SCOM 5203. Small Group Communication** Group and conference techniques for classroom, business, and professional situations.
- SCOM 5243. Interpersonal Communication** Emphasis on increasing the student's capacity for openness, sensitivity, and objective appraisal.
- SCOM 5253. Intercultural Communication** Identification of barriers, and breakdowns to communication among cultures.
- SCOM 5263. Organizational Communication** Dynamics and theories of communication within an organization.

- SCOM 5293. History and Criticism of American Public Address** Historical background and significance of leading orators in America.
- SCOM 5323. Communication in Personal Relationships** The course covers interpersonal communication in the context of personal relationships such as romantic relationships, friendships, professional relationships, and family relationships.
- SCOM 5373. Conflict Resolution** The conflict and communication course examines conflict as a communication variable created through interpersonal interaction in dyads, small groups, families, and organizations.
- SCOM 5383. Computer Mediated Communication** This course considers how identities, relationships and communities are created and influenced by our use of computers and the internet. We will gain understanding of these processes by engaging new media scholarship and activities involving different forms of new media.
- SCOM 5403. Seminar in Health Communication** Study of the major cultural, interpersonal, and public communication issues affecting health communication.
- SCOM 5423. Narratives in Health and Healing** Explores the social construction of health, illness and healing through the study of narrative.
- SCOM 5463. Interactive Advertising** An introduction to the world of online interactive advertising. It surveys a variety of important topics, from integrating social media initiatives into the overall marketing communications plan to online display ads to developing an effective search engine strategy.
- SCOM 5473. Social Media Measurement** Measurement and improvement of investment outcomes from use of social media in advertising, public relations, and marketing communications.
- SCOM 6103. Communication Theory** Theories, models, and approaches relevant to the study of human communication.
- SCOM 6233. Communication Education** A study of the history and philosophy of the pedagogy of communication studies, to include both theoretical and applied aspects of the discipline.
- SCOM 6243. Seminar in Interpersonal Communication** This course is designed to introduce students to foundational as well as current theory and research in interpersonal communication. Students will examine several interpersonal communication contexts and processes as well as methodologies in interpersonal communication.
- SCOM 6303. Seminar in Strategic Communications** The role of strategic communications in and for organizations and brands, including communications objective(s), target audience(s), and key messages. Addresses application of communication theory and research related to public relations, advertising, and social media.
- SCOM 6363. Advertising, Media, and Society** Advanced study of the relationship between media, advertising, and society. Includes an examination of ethical and social ramifications of advertising in global and diverse societies and across multiple media platforms.
- SCOM 6413. Organizational and Intercultural Communication** Course will introduce students to intercultural communication and function of organization communication in the workplace, addressing how effective communication within organizations affects business and how to advance intercultural skills while being aware of different world views.
- SCOM 660V. Internship in Communication Studies** Combines relevant work experience with classroom theory.
- SCOM 670V. Thesis**
- SCOM 680V. Independent Study**

COLLEGE OF NURSING AND HEALTH PROFESSIONS

DEPARTMENT OF COMMUNICATION DISORDERS

Communication Disorders (CD)

- CD 5063. Multicultural Issues in Communication Disorders** A study of multicultural issues applicable to providing speech-language-hearing services. Nonbiased assessment and culturally relevant intervention procedures and strategies will be offered. Dual listed with CD 4063.
- CD 5103. Fluency Disorders** A study of speech as a time related adaptive behavior. Discussion of various types of fluency disorders, their identification, assessment and intervention. Restricted to students in the Communication Disorders graduate program and/or post degree students completing deficiency requirements.
- CD 5254. Neurological Bases and Disorders of Human Communication** A survey of the normal structure and function of the nervous system in human communication and resulting disorders that occur due to neurological dysfunction.
- CD 5303. Language Intervention for Individuals with Mild Disabilities** Assessment procedures for evaluating language disorders and language intervention procedures for individuals with mild disabilities.
- CD 5403. Aural Rehabilitation** Methods of instruction in auditory training, speech reading, and hearing aid orientation.
- CD 5502. Advanced Manual Communication** An advanced course designed to continue development of basic language skills in American Sign Language and Signing Exact English. Prerequisite: permission of professor. Graduate enrollees will demonstrate research in communication with the deaf.
- CD 5553. Craniofacial Anomalies and Communication Disorders** A study of the speech, language, hearing, and swallowing disorders associated with cleft palate and other craniofacial syndromes.
- CD 5703. Articulation and Phonological Disorders** Principles and procedures for assessment, treatment, and facilitative techniques in disorders of articulation and phonology affecting various ages and cultures. Restricted to students in the Communication Disorders graduate program and/or post degree students completing deficiency requirements.
- CD 5751. Clinical Practice I** Stresses assessment, report writing, development of IEP and lesson plans. All students must complete this practicum under the supervision of ASU Speech and Hearing Center personnel. A minimum of 50 clock hours of clinical practice is required.
- CD 580V. Special Topics Workshop** A specifically designed series of learning experiences to enhance the professional capabilities of speech pathologists. Opportunity for participants to engage in meaningful learning activities and interact with recognized professionals in the field. Course can be repeated for credit.
- CD 6001. Instrumentation in Communication Disorders** "Hands-on" electrophysiological, electroacoustic, and psychoacoustic methods and procedures in the diagnosis, treatment, and research of communication disorders. Summer II.
- CD 6003. Experimental Phonetics** Study of the physical (acoustic), physiologic, and perceptual properties of the speech signal, its production and perception.
- CD 6053. Research in Communication Disorders** Study of problems and methods in communication disorders research. Critical examination of research design, procedures, and reporting of research studies in communication disorders.

- CD 6153. Voice Disorders** Advanced study of voice anatomy and physiology; theories of voice production; voice disorders and pathologies and their treatment.
- CD 6203. Cleft Palate and Cerebral Palsy** Study of the speech, language, and hearing problems associated with these organic disorders.
- CD 6243. Motor Speech Disorders** A study of the clinical assessment and management of dysarthria, and apraxia of speech in adults and children.
- CD 6253. Aphasia** Study of models of language behavior. Evaluation of aphasic behavior and methods of rehabilitation. Neural anatomy and physiology underlying aphasic behavior examined.
- CD 6303. Augmentative and Alternative Communication** Theories, procedures, and materials for language intervention with individuals with moderate-profound disabilities. Alternative communication systems will be emphasized.
- CD 6353. Language Intervention for At-Risk Infants and Toddlers** The course explores language disorders associated with at-risk infants and toddlers as well as strategies for facilitating communication development to be implemented by professionals and family members. Prerequisite: CD 3303.
- CD 6363. Language and Learning Disorders** Study of the language demands encountered by school-age children, and the effects of language disorders on written language acquisition. Assessment and intervention will be emphasized.
- CD 6503. Intervention in Communication Disorders** Principles, methods, and procedures for providing clinical intervention to individuals with communication disorders.
- CD 6513. Advanced Aural Rehabilitation** Methods and procedures of complete hearing evaluation, hearing aid fitting, and aural rehabilitation.
- CD 6603. Diagnosis in Communication Disorders** Theory, practice, and instrumentation associated with assessing the communication skills of individuals with communication disorders.
- CD 6653. Contemporary Issues and Practices in Communication Disorders** A study of current issues which significantly impact the profession of communication disorders. These issues include, but are not limited to, best practices in service delivery for a variety of communication disorders, national health care reform, establishing a private practice, third party payment, and professional ethics.
- CD 6713. Swallowing Disorders** A study of the normal and disordered swallow (dysphagia). Emphasis on the clinical assessment and management of adult and pediatric swallowing and its disorders, from the perspective of a speech-language pathologist.
- CD 6743. Neurogenic Language and Associated Cognitive Disorders** An advanced study of language and associated cognitive behavior following neurologic pathology, from the perspective of a speech pathologist. Examination of the theoretical basis for the behaviors and their treatment. Includes detailed discussion of assessment and management strategies.
- CD 6761. Clinical Practice II** Stresses different types of intervention approaches and counting and charting responses. A minimum of 50 clock hours of clinical practice is required.
- CD 677V. Clinical Practice III** Stresses refinement of the clinical process and may include an internship in external settings to help in development of career goals. A minimum of 50 clock hours of clinical practice is required.
- CD 6787. Clinical Practice IV** Stresses refinement of the clinical process in an intensive internship setting. A minimum of 200 clock hours of clinical practice is required. Students can expect to obtain significantly more clock hours in this internship than the minimum requirement of 200. Completion of the internship as assigned by the clinic director is mandatory regardless of the date of completion of the minimum clock hour requirement.
- CD 680V. Independent Study**
- CD 689V. Thesis**

Disaster Preparedness & Emergency Management (DPEM)

- DPEM 5513. Incident Command System Instructor Course** Prepares students to utilize presentation techniques, conduct practical application, and prepare and maintain lesson plans appropriate to Incident Command System (ICS) requirements. Prerequisite: DPEM 3053 & DPEM 4053.
- DPEM 5523. Law Enforcement Protection Instructor Course** Provides students, future law enforcement supervisors and trainers, with the ability to train law enforcement responders in Chemical, Biological, Radiological, Nuclear and Explosive (CBRNE) -specific skills, reinforcing their ability to identify suspicious activity and respond to a CBRNE event. Prerequisite: DPEM 3053 & DPEM 4053.
- DPEM 5533. All Hazards Awareness Instructor Course** Provides instruction and guidance on educational methodologies to train others in Awareness Level Weapons of Mass Destruction. Students will participate in and/or develop training opportunities for response professionals. Prerequisite: DPEM 3053 & DPEM 4053.
- DPEM 5543. Teaching Emergency Response** Provides students, future emergency responders, with the knowledge and skills to create and deliver Chemical, Biological, Radiological, Nuclear, and Explosives (CBRNE) instruction to the adult learning audience. Prerequisite: CBRNE training course.
- DPEM 5613. Radiological Emergencies** Students review, discuss information, and practice skills necessary to effectively respond to a radiological incident. Topics include Radiological Concepts, Radiological Response Team Operations, Commercial Nuclear Power Facilities, Plume Modeling, Radiological Instrumentation, and Personal Protective Equipment (PPE) and Decontamination.
- DPEM 6103. Health Care Issues And Policies Related To Disaster Preparedness And Emergency Management** Evaluates existing governmental and institutional policies related to disaster preparedness and emergency management (DPEM). Formulation, implementation and evaluation of policy will be discussed. Students will propose and develop one new policy related to DPEM.
- DPEM 6113. Theory Development In Disaster Preparedness And Emergency Management** Incorporates the process of theory development in disaster preparedness and emergency management to facilitate formation of a conceptual basis for advanced knowledge and practice. Includes the analysis of various models and case studies.
- DPEM 6123. Research Design And Methodologies In Disaster Preparedness And Emergency Management** Considers quantitative and qualitative research methods in disaster preparedness and emergency management (DPEM). Review of current research in the field will be conducted. The course culminates in a research proposal in DPEM.
- DPEM 6133. Ethics And Legal Considerations In Disaster Preparedness And Emergency Management** Probes national and international ethical and legal frameworks of disaster preparedness and emergency management. Course content includes human rights and injustices associated with disasters and other emergencies and codes of ethics in emergency management.
- DPEM 6143. Global Perspectives In Disaster Preparedness in Disaster Preparedness and Emergency Management** Evaluates disaster preparedness around the world including the economic, health, political, psychosocial, cultural and religious impact of current and major historical disasters.
- DPEM 6153. Crisis Communication In Disaster Preparedness And Emergency Management** Analyzes the private and public exchange of information before, during and after a disaster. Multiple communication strategies will be explored, including the use of social media.
- DPEM 6163. Managing Incidents In Disaster Preparedness And Emergency Management** Concentrates on the management of disasters. Emphasis will be placed on the National Incident Management System and the five pillars of emergency management: prevention, preparedness, mitigation, response and recovery. A practicum experience is included.

- DPEM 6213. Informatics In Disaster Preparedness And Emergency Management** Incorporates the use of telecommunications and technology to support response efforts during and after a disaster. Public health biosurveillance will be examined. Legal and ethical considerations in information technology will be analyzed.
- DPEM 6223. Epidemiology Of Disasters** Measurement of adverse health effects of natural and human disasters as well as factors contributing to those effects. Assesses needs of disaster-affected populations and then matches resources to prevent further adverse health effects. Evaluates program effectiveness and plans for contingencies.
- DPEM 6253. Multi-Agency Response In Disaster Preparedness And Emergency Management** Examines multi-agency response to disasters and other emergencies to include government agencies, non-government organizations and the private sector. Cooperation and collaboration among the agencies will be analyzed. Pre and post-disaster planning and mobilization of resources will be emphasized.
- DPEM 6263. Geographical Information Systems In Disaster Preparedness And Emergency Management** Utilizes geographic information systems (GIS) to support planning, response and recovery efforts during and after a disaster. Includes a laboratory experience in GIS.
- DPEM 6273. Vulnerable Populations In Disasters** Analyzes the effects of disaster on vulnerable populations. Conceptual frameworks and characteristics of vulnerable population will be utilized to determine preparedness, planning, mitigation, response and recovery during disasters for these groups of people.
- DPEM 6543. Pandemic Planning** Promotes knowledge and skills to effectively plan and prepare for a pandemic, culminating in a practical exercise. Steps for developing an effective planning and preparedness program and development of a pandemic annex are included.
- DPEM 6553. Leading Hospital Response To Mass Casualties** Prepares hospital leadership to utilize the Hospital Incident Command System (HICS). Integrates the community emergency response network with the operation of an Emergency Treatment Area (ETA). Includes hospital personnel as first responders during a Mass Casualty Incident involving patient contamination.
- DPEM 6563. Leading Hospital Response To Mass Casualties Instructor Course** Provides students with instructional presentation guidance specific to Hospital Emergency Response Training (HERT) course materials. Upon completion students may serve as trainers for a hospital emergency response team. Prerequisite: DPEM 6553.
- DPEM 6573. Complex Radiological Emergencies** Provides students with skills necessary to respond to and manage incidents involving radiological hazards through a practical, performance-oriented, team-response approach. Includes lectures, hands-on training, and exercises, culminating with an exercise utilizing emergency response skills and training learned. Prerequisite: DPEM 1101, DPEM 1201 and DPEM 3013.
- DPEM 661V. Seminar Topics In Disaster Preparedness & Emergency Management** This course is discussion driven by current events related to disaster preparedness and emergency management. Discussion will focus on analysis of a current event, applicable research, historical events of similar significance and other emergency management issues in the news.
- DPEM 662V. Research Assistant/Practicum** Students will be assigned a mentor who is currently conducting research in disaster preparedness and emergency management. Students may enroll for one, two or three credits per semester.
- DPEM 6631. Disaster Preparedness And/Or Emergency Management Conference Presentation** Students develop, submit and present a either a poster or platform presentation at a disaster preparedness and/or emergency management conference. This will require coordination with the faculty of record prior to submitting abstract to conference planners.
- DPEM 6643. Practicum Experience** Students will work with an expert in disaster preparedness or emergency management. The mentor must be approved by the faculty. The student may suggest mentors or the faculty may assign a mentor.
- DPEM 665V. Final Project Internship in DPEM** Final Project Internship is one of three options students may choose to complete the six credit hours of the Final Project curriculum. Students choosing this option will complete 240 contact hours at an approved site related to disaster preparedness and emergency management.

DPEM 667V. Final Project Research in DPEM Final Project Research is one of three options students may choose to complete the six credit hours of the Final Project curriculum. Students choosing this option will complete a research project related to disaster preparedness and emergency management. Prerequisites, DPEM 6123 and permission of instructor.

DPEM 668V. Final Project Thesis in DPEM Final Project Thesis is one of three options students may choose to complete the six credit hours of the Final Project curriculum. Students choosing this option will complete a thesis related to disaster preparedness and emergency management. Prerequisites, DPEM 6123 and permission of instructor.

Health Information Management (HIM)

HIM 5123. Healthcare Information Systems A fundamental study of the primary systems used in Healthcare Informatics including: Electronic Health Records (EHRs), Healthcare Information Systems (HIS), Enterprise Systems, Data Repositories, Clinical Informatics, Revenue Cycle Systems, Imaging Systems, Health Information Exchanges (HIEs), Decision Support and Telemedicine.

HIM 5133. Healthcare Data Standards A review of standard nomenclatures, data standards and national protocols as they relate to Healthcare Information Systems. ICD-10, ICD-9, SNOWMED, CPT, HCPCS, HL-7, ANSI, WEDI, and other nationally and internationally recognized data protocols commonly used in U.S. Healthcare will be covered.

Health Professions (HP)

HP 5103. Patient Education: Teaching and Learning in Health Professions This course provides a framework for understanding the linkage between teaching and learning. Teaching strategies and methodologies that compare and contrast teacher centered versus patient-centered approaches are presented.

HP 5113. Leadership in Health Professions This course examines models of leadership, both historical and contemporary, and how these models can be applied in the health care setting.

HP 5233. Issues in Aging A multi-disciplinary course providing an introduction to the aging experience. We will examine the incidence and prevalence of aging, as well as, explore trends, social policy, economic factors and ageism.

HP 6013. Interdisciplinary Capstone - Aging Studies Provides the learner with an integrated, multidisciplinary approach to the study of aging and the opportunity to apply issues within the field of aging in a collaborative fashion. Topics investigated include the social, psychological, and physical perspectives of aging, administration issues, and health promotion.

HP 6022. Clinical Education Methods Provides the learner with an integrated, multidisciplinary approach to the study of clinical education and the opportunity to apply issues within the field of clinical education in a collaborative fashion.

HP 6023. Health Policy and Economic Issues This course will focus on the principles of health economics essential to understanding current trends in the health care field and the development and implementation of health policy.

HP 6033. Data Analysis in Health Professions This course addresses the theory and mechanics of data analysis related to basic and applied research in the health professions. The course includes the use of statistical analysis using computerized programs such as SPSS. Topics range from basic descriptive statistics to inferential analysis.

HP 6043. Measurement and Evaluation in Health Sciences This course presents the theories of evaluation as related to the student and the various educational activities. Types of evaluation, appropriate application, preparation, and scoring of evaluation instruments are all critical topics included in this course.

- HP 6053. The Professorate** The role and responsibilities of faculty in health education including how to access literature, improving teaching skills, correlate health research information, and maintain a balance between scholarship, service and teaching.
- HP 6113. U.S. Health Care** This course examines the American health care system in terms of how the system is constructed, how it is administered, how it is financed, and how the health care manager can effectively interact within the system.
- HP 620V. Independent Study** Student may select, with permission of their adviser and faculty supervision, an area for intensive study, practice or investigation related to their plan of study.
- HP 6233. Aging in the Community** Changing demographics will reshape the need, type, and amount of community resources and service delivery. The course highlights key federal, state, and local resources. The course links geriatric assessment, resource identification, eligibility and accessibility that facilitates aging in community.
- HP 6313. Topics in Healthcare Management** A survey of topics in the American healthcare system, providing an introductory understanding in the history of healthcare finance and delivery; ethics in the finance and delivery of healthcare; healthcare economics; healthcare stakeholders and policy-making; and healthcare marketing.
- HP 6323. Healthcare Law and Quality Improvement** A study of law and quality improvement in healthcare management that will consider an overview of the role and the primary regulation promulgated by public and private regulators of healthcare; and statistical process controls to improve the quality of healthcare services. Nursing administration students must take prior to enrollment in first clinical course.
- HP 6333. Enrichment in Aging** Through the study of enriched aging models, students will learn about common physiological, psychological and social evolutions that accompany the advancement of years and the factors that negatively impact or support quality of life and well-being.
- HP 660V. Internship in Health Sciences** This program is designed to provide a purposeful experience in settings appropriate to the student's graduate emphasis. This course provides comprehensive, independent practice experiences under the guidance of a faculty approved preceptor. Must be enrolled for subsequent semesters until completion of the internship (6 credits).
- HP 670V. Thesis** Completion of Thesis research under the direction of a faculty thesis adviser and committee. Must be enrolled in subsequent semesters until completion of thesis (6 credits).

Nursing (NURS)

- NURS 5013. Health and Aging** A multidisciplinary course addressing normal aging both physically and psychologically. Emphasis is on changes associated with aging, cognitive and mental impairment, and health promotion.
- NURS 6001. Health Care Information Resources** Designed to equip learner with the necessary attitudes and behaviors to effectively use current and emerging electronic information resources to facilitate provision of health care.
- NURS 6003. Advanced Clinical Physiology** Complex physiological processes in adults which occur with disease, adaptation, and therapeutic intervention. Must be taken prior to clinical nursing courses.
- NURS 6013. Advanced Clinical Pharmacology** Designed to provide a basis for making clinical decisions in the pharmacologic management of commonly-occurring health problems of primary care patients. Prerequisite: Undergraduate course in pharmacology; admission to the graduate nursing program; NURS 6003 or concurrent enrollment. NOTE: FNP students are required to take the semester immediately prior to beginning clinical portion of FNP option.

- NURS 6023. Advanced Assessment and Diagnostic Evaluation** Presents theoretical and clinical basis for comprehensive assessment and diagnosis in primary health care settings, including all age groups. Emphasis is on clinical decision-making, differentiation of normal from pathological findings, risk assessment screening, diagnostic testing and interpretation of findings. Prerequisites: Undergraduate Health Assessment course (minimum of a B). If a student has a "C" in physical assessment, proficiency may be demonstrated. NURS 6003 or concurrent enrollment. [NOTE: FNP and Adult Health students are required to take the semester immediately prior to beginning clinical portion of FNP or Adult Health option]. Prerequisites for NA students are NURS 6223 and NURS 6233.
- NURS 6042. Technology and Equipment for Nurse Anesthesia** The course focus is on equipment, monitoring, and technology related to perioperative anesthesia practice. Prerequisites: Registered Nurse admitted to Nurse Anesthesia program.
- NURS 6043. Regional Anesthesia and Analgesia** The course focus is on anatomy, pharmacology and anesthetic techniques of regional anesthetics and analgesia. Prerequisites: Registered Nurse admitted to Nurse Anesthesia program.
- NURS 6103. Research Design and Methodology** Analysis and critical evaluation of nursing research appropriate to the study of nursing phenomena. Students develop a research proposal. Prerequisite: Undergraduate research and graduate level statistics.
- NURS 6113. Anesthesia Pharmacology I** General principles of pharmacology, including pharmacokinetic and pharmacodynamics, classifications of drugs and clinical pharmacology in anesthetic practice. Focus is primarily on inhaled anesthetics, intravenous anesthetics, muscle relaxants/antagonists and local anesthetics. Prerequisites: Registered Nurse admitted to Nurse Anesthesia program.
- NURS 6123. Anesthesia Pharmacology II** The focus of this course is on the pharmacodynamics, pharmacokinetics, anaphylaxis and drug interactions of autonomic and cardiovascular drugs, CNS drugs, diuretics and herbal medicine used in perioperative anesthetic practice. Prerequisites: NURS 6113 and Registered Nurse admitted to Nurse Anesthesia program EXCEPT in nurse anesthesia program.
- NURS 6203. Theory Development in Nursing** Examines the process of theory development in nursing and facilitates formation of a conceptual basis for advanced knowledge and practice. Includes analysis of various models and their application to advanced clinical practice. Must be taken prior to clinical nursing courses except in Nurse Anesthesia program.
- NURS 6223. Anesthesia Anatomy, Physiology and Pathophysiology I** Course focus is on the effects of anesthesia at the cellular level progressing to the advanced study of the cardiovascular, hematological and renal systems. Prerequisites: Registered Nurse admitted to Nurse Anesthesia program.
- NURS 6233. Anesthesia Anatomy, Physiology and Pathophysiology II** This course is a continuation of the advanced study of anatomy, physiology and pathophysiology with focus primarily on the respiratory, central nervous, endocrine and hepatic systems. Prerequisites: NURS 6223 and Registered Nurse admitted to Nurse Anesthesia program.
- NURS 6243. Anesthesia Pharmacology III** In-depth study of pharmacology of the cardiovascular, nervous, respiratory systems, and local anesthetics. Prerequisites: NURS 6123.
- NURS 6253. Anesthesia Anatomy, Physiology and Pathophysiology III** An in-depth concise study of anatomy, physiology and pathophysiology that is relevant to the perioperative anesthesia management. Prerequisites: NURS 6233.
- NURS 6303. Health Care Issues and Policy** Critical analysis of health care issues and policy which influence advanced nursing practice and the health care system. Prerequisites: NURS 6402 or permission of instructor.
- NURS 6311. Clinical Practicum I** Clinical activities include performing a complete anesthesia apparatus checkout, assembling basic drugs and monitors for an anesthetic, perioperative anesthesia assessment, formulating an anesthesia management plan for an ASI I patient, documentation, philosophy and ethical considerations in anesthesia practice. Prerequisites: NURS 6013, NURS 6003, Registered Nurse admitted to the Nurse Anesthesia program.

- NURS 6313. Power, Politics and Influence** This course will analyze and evaluate the implementation of roles and functions of nursing administrative executives and managers in health care organizations. Leadership strategies and evidence based decision making are included. Prerequisite: NURS 6303.
- NURS 6322. Clinical Practicum II** Clinical activities emphasize patient safety, monitoring and infection control. Residents have the opportunity to participate in the administration of anesthetics for patients requiring all types of anesthesia including pain management. Prerequisites: NURS 6013, NURS 6003, NURS 6311, NURS 6523, NURS 6113, NURS 6223, NURS 6042, NURS 6413, and Registered Nurse admitted to the Nurse Anesthesia program.
- NURS 6323. Case Management Across the Care Continuum** Methodology for evolving case management theory and techniques in changing health care environment. Principles of managed care are incorporated including utilization management and quality improvement techniques. Prerequisites: Admission to graduate study.
- NURS 6333. Clinical Practicum III** Clinical experience in a hospital setting will correlate with concepts taught in Advanced Principles of Anesthesia II and III. Residents will begin to develop expertise in the administration of all types of general and regional anesthesia including pain management to all types of patients. Prerequisites: NURS 6533, NURS 6123, NURS 6233, NURS 6043, NURS 6321, and Registered Nurse admitted to the Nurse Anesthesia program.
- NURS 6346. Clinical Practicum IV** Clinical experience in the clinical setting will correlate with concepts taught in Advanced Principles of Anesthesia III and IV. Residents begin to develop expertise in the administration of all types of general and regional anesthesia including pain managements to all types of patients. Prerequisites: NURS 6543, NURS 6333, and Registered Nurse admitted to the Nurse Anesthesia program.
- NURS 6353. Budgeting and Financial Management** This course will provide an understanding of theoretical and practical applications of healthcare economies and incorporate these concepts into nursing practice, nursing leadership and health care delivery. Emphasis is on financial planning, budgeting, and reimbursement. Nursing administration students must take prior to enrollment in first clinical course.
- NURS 6402. Professional Role Development in Advanced Nursing** The study of role development with an emphasis on role making, intra- and interdisciplinary communication and strategies for role implementation. Must be taken prior to, or concurrent with first clinical course.
- NURS 6413. Advanced Chemistry and Physics Related to Anesthesia** Principles of chemistry and physics related to anesthetic practice. Basic knowledge for administering safe, physiologic anesthetic, utilizing the machine and monitoring devices. Prerequisites: Registered Nurse admitted to the Nurse Anesthesia program.
- NURS 6423. Professional Aspects of Nurse Anesthesia** Focuses on professional roles and issues, changes in healthcare, and influence of CRNAs in the marketplace and policy arena. Prerequisites: Students enrolled in the Nurse Anesthesia program.
- NURS 6443. Advanced Adult Health Nursing I** Study of problems of adult populations including geriatric populations with acute illnesses. Emphasis on theories, models and concepts that facilitate recovery and return to optimal health. Prerequisites: NURS 6003, NURS 6013, NURS 6023, NURS 6203. Pre- or co-requisite: NURS 6103, NURS 6402.
- NURS 6453. Advanced Adult Health Nursing II** Study of problems with adult populations including geriatric populations with chronic illness. Emphasis on theories, models and concepts that facilitate maintenance of chronic health problems and contribute to quality of life. Prerequisites: NURS 6003, NURS 6013, NURS 6023, NURS 6203. Pre- or co-requisite: NURS 6103, NURS 6402.
- NURS 646V. Advanced Adult Health Nursing Practicum** Required practicum with application of theories, models, and concepts for acute and chronic health problems. Emphasis on evidence based interventions and measured nursing outcomes. Prerequisites: NURS 6003, NURS 6013, NURS 6023, NURS 6203. Pre- or corequisite: NURS 6103, NURS 6402, NURS 6443 or NURS 6453.
- NURS 6473. Advanced Adult Health Clinical Synthesis** Culminating clinical course for implementation of clinical nurse specialist role in an area of emphasis. Pre-requisites: NURS 6443, NURS 6453, completion of required clinical hours in NURS 646(1-6).

- NURS 6512. FNP Clinical Management I Practicum** Clinical application of theoretical bases for management of clients and families who are well or have minor health problems. Prerequisites: NURS 6003, NURS 6013, NURS 6023, NURS 6203; acceptance to FNP track. Pre- or co-requisites: NURS 6103, NURS 6402. Co-requisite: NURS 6513.
- NURS 6513. FNP Clinical Management I** Study of theoretical and clinical bases for management of clients and families who are well or have minor health problems. Application of principles through case studies of clients across the lifespan. Prerequisites: NURS 6003, NURS 6013, NURS 6023, NURS 6203; acceptance to FNP track. Pre- or corequisite: NURS 6103, NURS 6402. Co-requisite: NURS 6514.
- NURS 6514. FNP Clinical Management I Practicum** Clinical application of theoretical bases for management of clients and families who are well or have minor health problems. Prerequisites: NURS 6003, NURS 6013, NURS 6023, acceptance to FNP track, Pre or co-requisites NURS 6103, NURS 6402, Co-requisite NURS 6513.
- NURS 6523. Basic Principles of Anesthesia I** The study of basic principles of anesthesia techniques and procedures including perioperative assessment, formulation of anesthesia management plans, positioning, airway management, and orientation to safe use and care of equipment. Prerequisites: NURS 6013, NURS 6003, Registered Nurse admitted to the Nurse Anesthesia program.
- NURS 6533. Advanced Principles of Anesthesia I** Advanced principles of perioperative anesthetic management including anatomy, physiology, pathophysiology, pharmacology and techniques and procedures related to pediatrics, obstetrics, and geriatrics. Prerequisites: NURS 6523, NURS 6113, NURS 6042, NURS 6223, and Registered Nurse admitted to the Nurse Anesthesia program.
- NURS 6543. Advanced Principles of Anesthesia II** Advanced principles of anesthetic management including anatomy, physiology, pathophysiology, pharmacology and techniques and procedures related to cardiovascular, thoracic, head and neck, orthopedic and laser surgery. Prerequisites: NURS 6533, NURS 6123, NURS 6233, NURS 6312, and Registered Nurse admitted to the Nurse Anesthesia program.
- NURS 6553. Advanced Principles of Anesthesia III** Advanced Principles of anesthetic management including anatomy, physiology, pathophysiology, pharmacology and techniques and procedures related trauma, burns and neurosurgical anesthetics.
- NURS 6613. FNP Clinical Management II** The study of theoretical and clinical bases for management of clients and families who have minor or chronic health problems. Application of principles through case studies and development of protocols for clients across the lifespan. Prerequisites: NURS 6003, NURS 6013, NURS 6023, NURS 6203; Pre- or co-requisites: NURS 6103, NURS 6402, NURS 6513.
- NURS 6614. FNP Clinical Management II Practicum** The clinical application of theoretical bases for management of clients and families who have minor or chronic health problems. Pre-requisites: NURS 6402, NURS 6103, NURS 6513, NURS 6512, NURS 6613. Pre- or co-requisite: NURS 6303.
- NURS 6623. Curriculum Development in Health Professions** This course explores curriculum development in health professions. Emphasis is on education and competency practice links.
- NURS 6713. Practicum in Nursing Education** Experiential course in the role of nurse educator. Opportunity to apply models of teaching in classroom and clinical situations. Admission to graduate study; permission of instructor. Prerequisites: NURS 6623, NURS 6853, HP 6043.
- NURS 6723. Synthesis Seminar I** A comprehensive review and synthesis of basic sciences, equipment, basic principles, advanced principles, and professional issues of nurse anesthesia practice. Prerequisites: NURS 6553, NURS 6343, and Registered Nurse admitted to the Nurse Anesthesia program.
- NURS 6736. Clinical Internship I** Clinical experience in clinical setting will correlate with concept taught in Synthesis Seminar I. Residents begin independent management of all types of general and regional anesthesia including pain management to patients undergoing all procedures with clinical instructors in consultation. Prerequisites: NURS 6553, NURS 6343, and Registered Nurse admitted to the Nurse Anesthesia program.

- NURS 6753. FNP Clinical Synthesis Seminar** Culminating course for analysis of application of nursing theory and research/role concepts, and exploration of issues specific to the role implementation, in family nurse practitioner practice. Final semester of enrollment. Pre-requisites: NURS 6613, NURS 6616. Concurrent enrollment in NURS 6818.
- NURS 6762. Applied Clinical Research and Role Seminar** Culminating course for analysis of clinical outcomes and roles in advanced practice with adult populations and/or nursing administration or nurse educator options. Required professional paper. Prerequisites: NURS 6443, NURS 6453, completion of required clinical hours in NURS 646(1-6) or will complete clinical hours in NURS 646(1-6). Concurrent enrollment in NURS 6473, NURS 6713 or NURS 687V.
- NURS 6773. Synthesis Seminar II** A continuing comprehensive review and synthesis of anatomy, physiology, pharmacology, basic and advanced principles of anesthesia covering the full scope of anesthesia practice in preparation for the national qualification examination. Prerequisites: NURS 6723, NURS 6733, and Registered Nurse admitted to the Nurse Anesthesia program.
- NURS 6787. Clinical Internship II** Clinical experience in clinical setting will correlate with concept taught in Synthesis Seminar I. Residents begin independent management of all types of general and regional anesthesia including pain management to patients undergoing all procedures with clinical instructors in consultation. Prerequisites: NURS 6723, NURS 6733, and Registered Nurse admitted to the Nurse Anesthesia program.
- NURS 6797. Clinical Internship III** Clinical experience focus is on the perioperative anesthesia management of all categories of patients undergoing all types of surgery, utilizing all variety of anesthetic techniques in a variety of clinical settings. Emphasis will be on independent management of anesthesia with the instructor as a consultant. Prerequisites: NURS 6723, NURS 6783.
- NURS 6818. FNP Clinical Synthesis** Culminating clinical course for family nurse practitioner students. Includes intensive clinical practice with a preceptor. Final semester of enrollment. Concurrent enrollment in NURS 6753.
- NURS 682V. Independent Study**
- NURS 6833. The American Health Care System: Historical Perspectives** Focus on the development of scientific, professional medicine, nursing and other health care occupations. Emphasizes the interaction of various health issues and their effect on the social history of the United States.
- NURS 6843. Ethics of Health Care** This course examines the traditional and emerging roles of the health professional as an individual moral agent and as a moral participant in team decisions. Methods of rational moral deliberation based on ethical theories and principles will be applied to ethical dilemmas.
- NURS 6853. Teaching in Advanced Nursing Roles** Focuses on development of knowledge and skill in teaching clinical information in advanced practice roles. Designed for nurses involved in formal and informal teaching of nurses and patients. Prerequisite: Permission of professor.
- NURS 6863. Family Nursing: Advanced Interventions** Study of concepts, theories, and research in family nursing care. Emphasis placed on application and interventions in family development and problem situations. Prerequisite: admission to graduate study; permission of professor.
- NURS 687V. Healthcare Management Seminar** This capstone course in healthcare management utilizes management and leadership skills to develop practical, successful, and innovative solutions for problems in health care. Students focus on synthesizing theories, models, techniques and strategies to solve multi faceted problems in health care. Pre-requisites: NURS 6443, NURS 6453, completion of required clinical hours in NURS 646(1-6) or permission of the instructor.
- NURS 689V. Thesis Option** Learning opportunity to complete supervised research experience under direction of faculty thesis advisor and committee. Final semester of enrollment or must be enrolled in subsequent semesters until completion of thesis. Students considering doctoral education are strongly encouraged to select the thesis option. Students who select the thesis may substitute 3 semester hours of electives. Approval of instructor required.

- NURS 8113. Theoretical Foundations for Doctor of Nursing Practice** Students will examine processes underlying development of models and theories from nursing and health-related disciplines for practice. Analyze application in advanced practice to solve problems and improve outcomes. Theoretical knowledge from sciences is integrated with nursing science to guide APN. Prerequisite: Admission to the Doctor of Nursing Practice Program.
- NURS 8123. Leadership, Policy and Healthcare Systems** Students will analyze leadership and organizational theories, evaluate health care delivery systems, and examine the role of the DNP in influencing policy in health care delivery, outcomes and professional nursing. Co-requisites: NURS 8113 and NURS 8133; Prerequisite: restricted to enrollment in the Doctor of Nursing Practice Program.
- NURS 8133. Epidemiology for the DNP** Evolution and history of methods of epidemiology. Quantization of morbidity and mortality within populations. Overview of study design, data analysis, and inferences. Specific areas of acute and chronic disease epidemiology illustrate epidemiologic methods such as risk factor analysis, surveillance systems, and etiology of disease. Prerequisite: Admission to the Doctor of Nursing Practice Program; Corequisites: NURS 8113, NURS 8123
- NURS 8143. Healthcare Finance In Advanced Nursing** Provides advanced economic, financial, and business knowledge required for leadership in financial planning and decision making in healthcare delivery systems. Evidence based models of practice, financial frameworks and theory are applied to practice-level, system-wide problems, including inter- and intra-professional teams. Pre-requisite: NURS 8123 and Admission to the Doctor of Nursing Practice Program; Co-requisite: NURS 8153
- NURS 8153. Healthcare Informatics In Advanced Nursing** Examines the complexities involved in managing resources in our healthcare system. Students will learn to use management theory ad informatics applications to increase efficiencies in various functional areas of healthcare services. Prerequisite: NURS 8113, NURS 8123, NURS 8133 and Admission to the Doctor of Nursing Practice Program; Corequisite NURS 8143, NURS 8213.
- NURS 8163. Principle of Healthcare Ethics & Genetics** Focuses on theories of ethics and implications for practice, including principles of genetics for individuals, families and populations at risk for genetic disorders. Topics in ethics and genetics are presented. Prerequisite: NURS 8113, NURS 8123, NURS 8133, NURS 8143, NURS 8153, NURS 8213 and Admission to the Doctor of Nursing Practice Program; Corequisite: NURS 8314.
- NURS 8213. Translational Research I** This course provides the student with the foundation for the DNP evidence-based practice project. The emphasis of this course is on problem identification, information retrieval, critical appraisal, and synthesis of a body of evidence. Pre-requisites: NURS 8113, NURS 8123, NURS 8133 and Admission to the Doctor of Nursing Practice Program; Co-requisites: NURS 8143, NURS 8153.
- NURS 8223. Translational Research II** This course focuses on translating evidence into practice, identifying practice outcomes, sustaining evidence-based practice changes, and creating an environment to support evidence-based practice. Pre-requisites: NURS 8213, NURS 8143, and Admission to the Doctor of Nursing Practice Program; Co-requisite NURS 8323.
- NURS 8235. Evidence-Based Practice Project** This course is a culmination of the two translational research courses for the DNP student. Students will implement an evidence-based practice project and analyze and disseminate the results of the project. Pre-requisite: NURS 8213, NURS 8223, and Admission to the Doctor of Nursing Practice Program; Co-requisite: NURS 8335.
- NURS 8314. Introduction to Clinical Internship** This course provides the student with practice opportunities that includes in-depth work with experts from nursing and other disciplines. During this first clinical internship course students will begin planning for implementation of the DNP project. Prerequisites: NURS 8113, NURS 8123, NURS 8133, NURS 8143, NURS 8153, NURS 8213, NURS 8163, NURS 8314, and Admission to the Doctor of Nursing Practice Program.
- NURS 8323. Clinical Internship I** Building upon previous didactic courses this course is the second of three in a series that will provide clinical experiences culminating in a completed Residency Project. Prerequisite: NURS 8113, NURS 8123, NURS 8133, NURS 8143, NURS 8153, NURS 8213, NURS 8314, NURS 8163, and Admission to the Doctor of Nursing Practice Program; Corequisite: NURS 8223.

NURS 8335. DNP Clinical Internship II This is the third of three courses that builds upon previous didactic courses and will provide clinical experiences culminating in a completed Residency Project. Pre-requisite: NURS 8113, NURS 8123, NURS 8133, NURS 8143, NURS 8153, NURS 8213, NURS 8314, NURS 8163, NURS 8323, and Admission to the Doctor of Nursing Practice Program; Co-requisite: NURS 8235.

Occupational Therapy (OTD)

OTD 5012. History of Occupational Science Development of occupational therapy (OT) and occupational science (OS) at beginning of the 1900's/21st century respectively. Development of the profession and the science related to the sociology of professions and disciplinary and professional status related to societal need. Prerequisite, Admission to the OTD Program. Summer.

OTD 5023. Pathology and Disease Provides an overview of clinical conditions commonly seen in the practice of occupational therapy across the lifespan. Students will learn disease epidemiology, signs, symptoms, pathophysiology, psychopathy, disease course and prognosis. Prerequisite, Admission to the OTD Program. Summer.

OTD 5043. Technology and Skills Training First in a series of courses on the domain of technology related to OT practice. Fundamental skills for OT practice across the lifespan will be covered. Prerequisite, Admission to the OTD Program. Summer.

OTD 5074. Practice I: Pediatrics Types of reasoning used by occupational therapists is summarized. The progression from novice to expert reasoning is delineated. Prerequisite, Admission to the OTD Program. Fall.

OTD 5092. Research I: Research in Occupational Science The most commonly used theories in occupational therapy practice will be covered and compared. The relationship of tests, measurements and other data for the purpose of establishing or delivering evidence based practice or theory development will be covered. Prerequisite, Admission to the OTD Program. Fall.

OTD 5142. Research II: Descriptive Research Provides the entry level therapist with the skills necessary for practice. Class will have both didactic and application components. A primary focus will be on descriptive research. Prerequisite, Admission to the OTD Program. Spring.

OTD 5151. Level I Fieldwork: Psychosocial Fieldwork to integrate and apply knowledge and understanding from coursework in a real life setting. Experiences related to OT service delivery in pediatric setting or pediatrics related organizations. Prerequisite, Admission to the OTD Program. Spring.

OTD 5173. Practice II: Adolescence and Adulthood This course introduces learners to the developmental life stages experienced during adolescence and adulthood. Students will develop skills in clinical evaluation and treatment planning and measurement interpretation for adolescent and adult clients. Prerequisite, Admission to the OTD Program. Summer.

OTD 5183. Fundamentals of Occupational Therapy I First in a series of courses focused on the development of practical skills fundamental to best practice. Topics including clinical documentation and the administration of evidenced-based assessments and interventions will be introduced to students in Fundamentals I. Prerequisite, admission to the OTD Program. Spring.

OTD 5283. Fundamentals of Occupational Therapy II This course builds upon Fundamentals I through emphasis on environmental modifications and adaptations to support clients in their achieving optimal occupational performance. Summer. Prerequisite, Admission to the OTD Program. Summer.

OTD 5201. Fieldwork: Pediatrics Clinical fieldwork experience will introduce students to occupational therapy services for children (birth-13th years of age). This course requires supervision from a licensed occupational therapist and will include learning in pediatric clinical setting to develop the learner's observational skills and analytical processing. Prerequisite, admission to the OTD Program. Spring.

- OTD 6103. Praticce IV: Psychosocial** This course introduces learners to psychosocial clinical theories, models and frames of reference and develops learners' practical skills including the development and implementation of therapeutic groups and the clinical assessment and intervention for individuals experiencing emotional health disabilities. Prerequisite, admission to the OTD Program. Spring.
- OTD 6164. Practice III: Aging Adults** Designed around the core of OT "occupation based practice." Focus on types of reasoning used by OTs continues. Also focuses on aging adults, building from previous coursework in pediatrics, adults and clinical reasoning. Geriatrics will also be covered. Prerequisite, Admission to the OTD Program. Summer.
- OTD 6182. Research III: Experimental Research** Provides the entry level occupational therapist with the skills necessary for research practice. The class will have both didactic and application components. A primary focus will be on experimental research. Prerequisite, Admission to the OTD Program. Summer.
- OTD 6183. Fundamentals of Occupational Therapy III** This course builds upon Fundamentals II through emphasis on the interpretation of clinical data for the purpose of ongoing intervention, treatment planning, treatment discharge and referral. Prerequisites, Admission to the OTD Program. Fall.
- OTD 6283. Fundamentals of Occupational Therapy IV** This course builds upon Fundamentals III and is the final stage in the fundamental course sequence. Learners will demonstrate knowledge through case-base evaluation, the creation of appropriate and evidence-based clinical interventions and the implementation of clinical interventions. Prerequisite, Admission to the OTD Program. Spring.
- OTD 6191. Level I Fieldwork: Aging Adults** Level I fieldwork is essential for allowing the students to integrate and apply knowledge and understanding from coursework. This fieldwork will focus upon aging adults. Experiences are integral to the curricular design and support didactic and lab courses. Prerequisites, Admission to the OTD Program. Summer.
- OTD 6222. Research IV: Qualitative Research** Course continues sequence of research and scholarship classes designed for OT practice and scholarship. Focus will be on qualitative research. Prerequisite, Admission to the OTD Program. Spring.
- OTD 6231. Level I Fieldwork: Interprofessional Practice** Level I fieldwork is essential for allowing the students to integrate and apply knowledge and understanding from coursework. This fieldwork will focus on interprofessional practice in many clinical and community based settings. Prerequisite, Admission to the OTD Program. Fall.
- OTD 6243. Professional Practice Seminar** This is a professional practice seminar designed to develop a student regarding professional values, professional demeanor, professional writing and communication and professional service. It sets the stage for lifelong learning in which an occupational therapist must engage. Prerequisite, Admission to the OTD Program. Fall.
- OTD 625V. Level II Fieldwork** Level 2 fieldwork allows students to practice skills in various health care environments. Students are responsible for all aspects of OT service delivery. Prerequisite, Admission to the OTD Program. Spring.
- OTD 720V. Level II Fieldwork** Level 2 fieldwork allows students to practice skills in various health care environments. Students are responsible for all aspects of occupational therapy service delivery. Prerequisite, Admission to the OTD Program. Summer.
- OTD 7113. Gross Anatomy** Study of the structure and function of the human limbs, spine, head and neck; regional description with emphasis on the muscular, skeletal, nervous, and vascular systems of the limbs and spine. Prerequisite, Admission to the OTD Program. Fall.
- OTD 7213. Movement Science** Anatomical and biomechanical analysis of normal and abnormal human motion, including posture and gait, and their implications for therapists will be covered. Prerequisite, Admission to the OTD Program. Fall.
- OTD 7222. Research V: Scholarship of Application** Provides the entry level occupational therapist with skills necessary for practice and scholarship. The class will have both didactic and application components. A primary focus will be on lifelong learning of the occupational therapist for professional development. Prerequisite, Admission to the OTD Program. Fall.

- OTD 7223. Practice V: Population Health** Course designed around the core of occupational therapy, "occupation-based practice" with an emphasis on a public health framework with population-based interventions. Prerequisite, Admission to the OTD Program. Fall.
- OTD 7224. Neuroscience** Analysis of the structure and function of the human nervous system for physical therapy majors. Prerequisite, Admission to the OTD Program. Spring.
- OTD 7232. Advocacy and Leadership** Course provides a summary review of the most recent literature and trends in areas of advocacy, leadership and management. This course will assist in preparation for these roles in the professional environment. Prerequisite, Admission to the OTD Program. Fall.
- OTD 7242. Development & Assessment** Provides an overview of the area of development and assessment as it relates to program, personal and professional development. The program may relate to many content areas such as occupational therapy services, societal change and strategic planning. Prerequisite, Admission to the OTD Program. Fall.
- OTD 7252. Health Care Delivery Systems** Provides an overview of the area of development and assessment as it relates to program, personal and professional development. The program may relate to many content areas such as occupational therapy services, societal change and strategic planning. Prerequisite, Admission to the OTD Program. Fall.
- OTD 726V. Level III Fieldwork: Doctoral Rotation** In-depth field experience in one or more of the following student selected areas including but not limited to clinical practice, research, theory, leadership, program development, policy development, advocacy and education. Prerequisite, Admission to the OTD Program. Spring.
- OTD 7272. Capstone** Completion of the culminating doctoral project that relates to practice and demonstrates synthesis of advanced knowledge. Prerequisite, Admission to the OTD Program. Spring.

Physical Therapy (PT)

- PT 7113. Gross Anatomy** Study of the structure and function of the human limbs, spine, head and neck; regional description with emphasis on the muscular, skeletal, nervous, and vascular systems of the limbs and spine. Restricted to Doctor of Physical Therapy majors.
- PT 7123. Introduction to Research and Evidence Based Practice** Provide learners with the prerequisite integrated knowledge and skills required to assimilate, prepare, and present research necessary for evidence based practice. Restricted to Doctor of Physical Therapy majors.
- PT 7141. Research I** The first of three mentored research courses designed to culminate in a project suitable for presentation or publication. Students will work with an assigned faculty advisor and develop projects related to the faculty advisor's area of knowledge and interest. Restricted to Doctor of Physical Therapy majors.
- PT 7213. Movement Science** Anatomical and biomechanical analysis of normal and abnormal human motion, including posture and gait, and their implications for physical therapy. Restricted to Doctor of Physical Therapy majors.
- PT 7224. Neuroscience** Analysis of the structure and function of the human nervous system for physical therapy majors. Restricted to Doctor of Physical Therapy majors.
- PT 7231. Imaging for Physical Therapist** Introduction to indications, uses, limitations and advantages of radiological imaging techniques. Restricted to Doctor of Physical Therapy majors.
- PT 7251. Pharmacology for the Physical Therapist** Introduction to pharmacology and the effects of drug actions on the major body systems, including the mechanisms of therapeutic and adverse effects and problems of drug interactions. Prerequisite: Restricted to Doctor of Physical Therapy majors.

- PT 7252. Psychosocial Issues in Physical Therapy** Physical therapists' role in management of psychosocial issues affecting patient care including loss and grieving, self concept, socio-cultural considerations, stress and coping, motivational issues and terminal illness. Restricted to Doctor of Physical Therapy majors.
- PT 7313. Exercise Physiology** Provides learners with an integrated knowledge and application of physiological principles related to the provision of patient care in physical therapy. Topics include musculoskeletal, neurological, renal, and cardiopulmonary systems. Restricted to Doctor of Physical Therapy majors.
- PT 7323. Imaging and Pharmacology** An overview of radiologic image and pharmacology in physical therapy practice, with the radiology portion covering the indications, uses, limitations and advantages of imaging techniques, and the pharmacology portion covering the pharmacokinetics and pharmacodynamics of various pharmacologic interventions.
- PT 7343. Administration** This course addresses principles of health care administration, with an emphasis on the US healthcare system including acute, skilled nursing, home health, outpatient, and hospice care; legal and ethical issues, business basics, risk management and accreditation. Restricted to Doctor of Physical Therapy majors.
- PT 7413. Pathophysiology and Differential Diagnosis** This course examines the influence of disease on different body systems. Content examines the effects of pathological and age-related changes on health and human movement. The course includes differential diagnosis and basic pharmacological principles for a variety of pathologies. Restricted to Doctor of Physical Therapy majors.
- PT 7444. Cardiopulmonary** Addresses the physical therapy of management cardiopulmonary dysfunction, with emphasis on pathologies, impairments, functional limitations, and disabilities associated with the dysfunctions, and the development of a systematic approach to examination, evaluation, diagnosis, prognosis, and intervention. Restricted to Doctor of Physical Therapy majors.
- PT 7511. Professional Issues I: Introduction to DPT Practice** Introduces the Guide to Physical Therapist Practice and the physical therapist examination process, clinical documentation, professional behaviors, leadership roles and legal regulations of the profession. Restricted to Doctor of Physical Therapy majors.
- PT 7512. Professional Issues I: Introduction to DPT Practice** Explores contemporary issues in physical therapy. Special emphasis is placed on ethical and legal dilemmas faced by physical therapists working in the clinical environment. Restricted to tDPT majors.
- PT 7521. Fundamentals of Patient Care** Introduction to fundamentals of physical therapy patient care including infection control, vital signs, passive range of motion, patient positioning, transfer training, wheelchair management, gait training, and documentation. Restricted to Doctor of Physical Therapy majors.
- PT 7534. Clinical Procedures: Introductory Tests, Measures and Interventions** Tests and measures of range of motion, muscle performance, posture, gait & balance are introduced. The clinical intervention procedure introduced is therapeutic exercise covering basic principles and techniques of flexibility exercises; strength and power exercises; and aerobic exercises. Restricted to Doctor of Physical Therapy majors.
- PT 7612. Methods of Instruction and Consultation** This course addresses the role of the therapist as educator, with emphasis on principles and methods of effective instruction, feedback, and consultation along with the various forms of educational and instructional technologies. Restricted to Doctor of Physical Therapy majors.
- PT 7724. Integumentary and Physical Agents** Introduction to the theory and application of thermal modalities and electrotherapy in clinical practice. Includes assessment and treatment of conditions related to the integument that would be amenable to physical agents as part of the treatment plan. Restricted to Doctor of Physical Therapy majors.
- PT 7733. Clinical Education I** One of a series of supervised clinical education courses, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses. Restricted to Doctor of Physical Therapy majors.

- PT 7753. Clinical Exercise Physiology** Focus on exercise testing and prescription in healthy populations and individuals with chronic disease. Students will be introduced to concepts of wellness as a foundation for treating chronic health conditions. Restricted to Doctor of Physical Therapy majors.
- PT 7832. Healthy Ager Interprofessional Education** An interprofessional, service learning approach to enhance student learning in the area of geriatrics. Restricted to Doctor of Physical Therapy majors.
- PT 8143. Neuromuscular I** Theoretical foundations of neuromuscular rehabilitation including normal and abnormal movement, neuroplasticity, motor control, and motor learning. Basic treatment principles are introduced. Restricted to Doctor of Physical Therapy majors.
- PT 8151. Research II** The second of three mentored research courses designed to culminate in a project suitable for presentation or publication. Students will continue developing projects related to the faculty advisor's area of knowledge and interest. Restricted to Doctor of Physical Therapy majors.
- PT 8163. Clinical Education II** One of a series of supervised clinical education courses, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses. Restricted to Doctor of Physical Therapy majors.
- PT 818V. Independent Study and Culminating Experience** This is an independent study that is designed to meet the individual needs of the student. The course work is designed on an individual basis. Restricted to Doctor of Physical Therapy majors.
- PT 8245. Musculoskeletal I** Management of musculoskeletal cases of the upper and lower extremities incorporating anatomy, biomechanics, pathology, clinical diagnosis, and intervention. Emphasis is on clinical decision making in all patient-therapist interaction. Education, prevention, ergonomics, pain management, and conditioning also covered. Restricted to Doctor of Physical Therapy majors.
- PT 8255. Musculoskeletal II** Management of musculoskeletal cases of the spine and TMJ incorporating anatomy, biomechanics, pathology, clinical diagnosis, and intervention. Emphasis is on clinical decision making in all patient-therapist interaction. Education, prevention, ergonomics, pain management, and conditioning also covered. Restricted to Doctor of Physical Therapy majors.
- PT 8263. Clinical Education III** One of a series of supervised clinical education courses, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses. Restricted to Doctor of Physical Therapy majors.
- PT 8272. Professional Issues II** Exploration of the roles of physical therapist in clinical practice and ethical and legal dilemmas faced by physical therapists; design of a professional development plan. Restricted to Doctor of Physical Therapy majors.
- PT 8571. Research III** The final research course designed to culminate in a project suitable for presentation or publication. Restricted to Doctor of Physical Therapy majors.
- PT 8573. Special Topics in Physical Therapy** This course provides the opportunity for students to gain knowledge and skills in advanced and specialty areas of physical therapy practice. Restricted to Doctor of Physical Therapy majors.
- PT 8585. Clinical Education IV** One of a series of supervised clinical education courses, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses. Restricted to Doctor of Physical Therapy majors.
- PT 8653. Neuromuscular II** Examination, assessment and treatment planning for pediatric population with a broad spectrum of neurological conditions, including cerebral palsy, genetic disorder, etc. Restricted to Doctor of Physical Therapy majors.
- PT 8674. Musculoskeletal III** The terminal course in Musculoskeletal sequence. Intended to offer the student an opportunity to engage in an intensive and comprehensive immersion into the management of the patient with musculoskeletal dysfunction leading to effective clinical practice. Restricted to Doctor of Physical Therapy majors.

- PT 8685. Clinical Education V** One of a series of supervised clinical education courses, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses. Restricted to Doctor of Physical Therapy majors.
- PT 8754. Neuromuscular III** Management of neuromuscular conditions associated with upper motor neuron pathology. Focus will include physical therapy examination, evaluation, diagnosis, prognosis and treatment planning/strategies. Restricted to Doctor of Physical Therapy majors.
- PT 8773. Neuromuscular IV** Management of neuromuscular conditions associated with lower motor neuron pathology. Focus will include physical therapy examination, evaluation, diagnosis, prognosis and treatment planning/strategies. Restricted to Doctor of Physical Therapy majors.
- PT 8872. Clinical Decision** Making models for clinical reasoning and decision making; factors influencing clinical decisions; management of complex patient problems. Restricted to Doctor of Physical Therapy majors.

Social Work (SW)

- SW 5003. Human Behavior and the Social Environment I** This course provides the student with a broad understanding of how individuals develop from birth to older age from psychological, psychiatric, Sociological, Social psychological, and human diversity perspectives. Prerequisite: This course is restricted to Graduate Social Work Students.
- SW 5023. Foundations of Practice I** This course will introduce the student to social work practice with individuals. Social, psychological, economic, and biological stressors are considered as they impact on the individual. The development approaches are the major orientations presented, augmented by various intervention modalities. Prerequisite: This course is restricted to Graduate Social Work Students.
- SW 5043. Foundations of Practice II** Focus of this course is on the theory and practice of social group work in clinical settings. Consideration is given to such issues as group dynamics, leadership, composition, direct and indirect intervention, the use of group activities under various conditions and different settings. Prerequisite: This course is restricted to Graduate Social Work Students.
- SW 5053. Social Welfare Policy/Services** The purpose of this course is to establish the subject area of social welfare policy as a central concern of social work. The goals of the course are to help students identify socio-cultural and economic bases of social welfare in America. Prerequisite: This course is restricted to Graduate Social Work Students.
- SW 5063. Social Justice and Diversity** This course focuses on issues of diversity, oppression and social justice. It is designed to prepare social work students to be knowledgeable of people's biases. Prerequisite: This course is restricted to Graduate Social Work Students.
- SW 5203. Social Dynamics of Family Violence** Explores the social dynamics of family violence including historical perspectives, theories, research, clinical interventions, and effects of abuse across the lifespan as well as the impact of cultural, religious factors, and response from the criminal justice and social welfare systems.
- SW 5213. Crisis Intervention** Examines the history, basic theories, various types of crises, the process of crisis and associated events and issues. Students should leave with basic knowledge of interviewing, assessment, and counseling skills to work with individuals and families in the crisis process. Prerequisite: Admission to the MSW program.
- SW 5233. International Social Work** The course examines the effects of globalization on human needs. Special attention is given to linkages between human rights, social justice, and social work. The course explores specific problems such as HIV, street children and domestic violence in developing countries as well as strengths and resiliency demonstrated by these countries. Prerequisite: This course is restricted to Graduate Social Work Students.

- SW 5273. Seminar in Addiction Studies** This seminar is for post-graduate mental health professionals completing the Addictions Certificate Program. Participants integrate and synthesize didactic and experiential learning in order to work effectively with addictive disorders. Employment hours completed during the seminar may be used to meet state requirements for certification. This course is restricted to post-graduate mental health clinicians completing the Addictions Certificate Program.
- SW 5293. Seminar in Addiction Studies II** This seminar is for post-graduate mental health professionals completing the Addictions Certificate Program. Participants integrate and synthesize didactic and experiential learning in order to work effectively with addictive disorders. Employment hours completed during the seminar may be used to meet state requirements for certification. This course is restricted to post-graduate mental health clinicians completing the Addictions Certificate Program.
- SW 5323. Substance Abuse and Dependence Interventions** The course is designed to assist students to deepen and extend their assessment and intervention skills in Substance Abuse and Dependence Interventions.
- SW 5333. Human Behavior and the Social Environment II** This course examines individual growth from a macro perspective. Examined is how families, groups, organizations, and communities impact individual development from birth to older age from psychological, psychiatric, sociological, Social psychological and human diversity perspectives. Prerequisite: This course is restricted to Graduate Social Work Students.
- SW 5373. Social Work and Health Care Services** This course is designed to provide knowledge and understanding of direct social work practice in varied health care settings. Illness, disease, trauma/disability, death and dying are examined from an ecological systems perspective. Issues of diversity and bioethics are emphasized.
- SW 560V. Independent Study** Individually directed problems in Social Work. Must be arranged with the professor and approved by department chair. Restricted to Graduate Social Work Students.
- SW 5803. Full-Time Foundation Field I** This first full-time foundation field placement focuses on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.
- SW 5813. Full-Time Foundation Field II** This second full-time foundation field placement continues to focus on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.
- SW 6003. Psychosocial Pathology for Social Work Practice** This course provides students with knowledge of psychopathology as an aspect of human behavior and cultural labeling. Primary focus is on the interaction between physiological, development, emotional, biological, and social aspects of adult and child psychopathology. Prerequisite: This course is restricted to Graduate Social Work Students and students completing the Graduate Addictions Studies Certificate.
- SW 6013. Social Work Ethics** This course will review the ethical dimensions of the mission of the profession of social work. The purpose of this course is to enable students to become sensitive and responsive to ethical issues and dilemmas at all levels of social work practice. Prerequisite: This course is restricted to Graduate Social Work Students.
- SW 6023. Social Work Evaluation & Research** This course focuses on the development of knowledge and skills necessary to evaluate rural-based clinical practice with individuals, families, and small groups. Prerequisite: This course is restricted to Graduate Social Work Students.
- SW 6033. Clinical Practice with Individuals** This course is designed to assist students in development of their clinical assessment and intervention skills with individuals. The course presents the theoretical basis of individual focused models of assessment and intervention in rural-based clinical social work practice. Prerequisite: This course is restricted to Graduate Social Work Students.

- SW 6043. Clinical Practice with Families** This course is designed to assist students to deepen and extend their assessment and intervention skills in rural-based clinical practice with families. The course presents the theoretical basis of family focused models of assessment and intervention. Prerequisite: This course is restricted to Graduate Social Work Students.
- SW 6053. Clinical Practicum with Groups** This course focuses on the theory and practice of rural-based clinical social work practice with groups. Students will master an understanding of group work theories, interventions and techniques applied to persons with a range of issues. Prerequisite: This course is restricted to Graduate Social Work Students.
- SW 6063. Rural Social Work Policy Practice** SW 6063 connects students with contemporary social problems faced by people in rural communities. Emphasis is placed on the application of policy-practice knowledge and advocacy skills to the promotion of economic, political, and social justice within the rural context. This course is restricted to graduate Social Work Majors only.
- SW 6073. Integrative Research Project** The purpose of the course is for graduate social work students to critically analyze and demonstrate the ability to integrate knowledge and proficiency within the broad philosophical base of social work practice. Prerequisite: Graduate Social Work Student.
- SW 6323. Clinical interventions with Substance Abuse & Dependence** This course is designed to provide practitioners with strategies for interventions with persons who abuse or are dependent on mind altering or mood altering substances. Prerequisite: This course is restricted to graduate students who have completed SW 5323.
- SW 6343. Clinical Intervention with Children** This course is designed to provide advanced clinical practice, knowledge, and skills for intervention with children and youth primarily in the context of the rural environment. The special needs and vulnerabilities of high-risk children and youth are also addressed. Prerequisite: This course is restricted to Graduate Social Work Students.
- SW 6803. Full-Time Advanced Field I** This first full-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop clinical practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.
- SW 6813. Full-Time Advanced Field II** This second full-time advanced field placement focuses on the development of rural-based clinical knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop clinical practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.
- SW 681V. Part-Time Advanced Field I** This first part-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop rural-based clinical practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.
- SW 682V. Part-Time Advanced Field II** This second part-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop rural-based clinical practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.
- SW 683V. Part-Time Advanced Field III** This third part-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop rural-based clinical practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.
- SW 684V. Part-Time Advanced Field IV** This fourth part-time advanced field placement focuses on the development of rural-based clinical knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop rural-based clinical practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.

COLLEGE OF SCIENCES AND MATHEMATICS

DEPARTMENT OF BIOLOGICAL SCIENCES

For each laboratory course taken, both the lecture and laboratory portions must be passed before credit for graduation is assigned.

Biology (BIO)

- BIO 5001. Laboratory Techniques in Electron Microscopy** An introduction to the preparation of biological materials for viewing with the transmission-and-scanning electron microscope. Emphasis will be placed on preparative techniques that are commonly used in the laboratory. Lecture one hour per week. Prerequisites: eight hours upper-level biology coursework and permission of professor.
- BIO 5003. Laboratory for Laboratory Techniques in Electron Microscopy** Six hours per week. To be taken concurrently with BIO 5001. (Course fee, \$20)
- BIO 5013. Population Genetics** This course will investigate the theories describing the genetic structure of populations. There will be an emphasis on problem solving applying statistical tools. Intended for graduate students entering the disciplines of preprofessional, conservation, agriculture, and wildlife and fisheries sciences. Prerequisites: BIO 3013, BIO 3011.
- BIO 5033. Bioinformatics and Applications** Provides a basic understanding of computational methods used in bioinformatics, including hands on training to access and use biological data sources to analyze nucleotide amino acid sequences and three dimensional atomic structures of proteins, nucleic acids allowing interpretations of biological processes. Lecture three hours per week. Prerequisites, BIO 3013 or permission of instructor.
- BIO 5053. Applications in Biotechnology** Focuses on real world applications of biotechnology presented as case studies and utilizing current literature reviews. Medical, agricultural, environmental and industrial biotechnology and their ethical, legal and social implications covered. Prerequisites, BIO 3013.
- BIO 5063. Biosafety and Ethics in Research** Biosafety in the workplace, including chemical and radiation safety. Examination of moral and ethical issues in the laboratory and in research, including the concepts of transgenics, intellectual property and writing in research. Lecture three hours per week. Prerequisites, BIO 3013.
- BIO 5103. Virology** The structure, function, and classification of viruses, and their impact on modern society and the biological world. Lecture three hours per week. Prerequisites: BIOL 2103 or BIO 3013 or BIO 4104 or BIO 4133.
- BIO 5104. Microbiology** Morphology, physiology, taxonomy, and cultivation of bacteria and other microorganisms with an emphasis on medically relevant bacteria. Two hours of lecture and four hours of lab per week.
- BIO 5113. Immunology** Study of the human immune system. Topics include innate and acquired immunity, complement fixation and disorders of the immune system. Lecture 3 hours per week.
- BIO 5123. Cell Signaling** This course will provide an understanding of key concepts about cellular signaling mechanisms, and major signaling pathways identified to date about the methods used to study these pathways. Three hours per week during spring semester. Prerequisite: Cell biology course(s) or permission of the instructor.
- BIO 5131. Laboratory for Cell Biology** Two hours per week. To be taken concurrently with BIO 5133. (Course fee, \$20)

- BIO 5133. Cell Biology** A study of the organization and activities of cells, with emphasis on the ultrastructure and function of cellular organelles. Lecture three hours per week. Prerequisites: BIO 2013, BIO 2011; CHEM 1023, CHEM 1021.
- BIO 5143. Pharmacology** The study of drugs and their mechanisms of action at the system, cellular, and molecular levels. Prerequisites: BIO 2223 OR BIO 3233, BIOL 4104, and CHEM 4243.
- BIO 5152. Laboratory in BioTechniques I** Laboratory techniques in protein chemistry and analytical techniques. Techniques also include a variety of chromatographic methods, electrophoresis, UV-vis spectroscopy and radiochemistry. Laboratory 4 hours per week. Prerequisites, BIO 3013. (Course fee, \$100)
- BIO 5154. Laboratory in BioTechniques II** Laboratory techniques in DNA/RNA isolation, analysis and applications, including PCR, reverse transcriptase PCR, recombinant DNA and the production of gene expression products. Laboratory 8 hours per week. Prerequisites, BIO 5152. (Course fee, \$100.)
- BIO 5201. Laboratory for Issues in Human Ecology** Two hours per week. To be taken concurrently with BIO 5202. (Course fee, \$20)
- BIO 5202. Issues in Human Ecology** A broad ecological approach demonstrating problems of modern society such as environmental deterioration, hunger, and resources depletion. Lecture two hours per week.
- BIO 5213. Human Genetics** Current advances in the understanding of the human genome. Lecture three hours per week. Prerequisite: BIO 3013.
- BIO 5301. Aquatic Entomology** Identification, life histories, ecology of aquatic arthropods, with emphasis on freshwater insects. For students in wildlife management, fisheries management, aquatic biology, and advanced entomology. Lecture one hour per week. Prerequisites: BIO 3301, 3303; BIO 3023 OR BIO 4371 AND 4373.
- BIO 5302. Laboratory for Aquatic Entomology** Four hours per week. To be taken concurrently with BIO 5301. (Course fee, \$5)
- BIO 5303. Forensic Entomology** The life history, ecology, and behavior of insects and related arthropods and how they affect the interpretation of potential crime scenes.
- BIO 5311. Fishery Biology** A study of identification, ecology, food habits, management, and behavior of fishes. Lecture one hour per week. Prerequisites: BIO 1301,1303.
- BIO 5312. Laboratory for Fishery Biology** Four hours per week. To be taken concurrently with BIO 5311. (Course fee, \$20)
- BIO 5322. Biology of Marine Mammals Laboratory** Hands on experience on the classification, anatomy, and behavior of marine mammals. Concurrent enrollment in BIO 5323. Special Course fees may apply. Permission of instructor required.
- BIO 5323. Biology of Marine Mammals** This course analyzes the biology of marine mammals based on their adaptations to the aquatic environment from evolutionary, anatomical, physiological, and ecological perspectives. Prerequisites will be at least two of the following courses: BIO 3322, BIO 3013, BIO 3033, and permission of the instructor.
- BIO 5332. Animal Histology** Microscopic survey of cells and tissues of vertebrate organ systems. This is a pre-existing undergraduate course (BIO 4332). The graduate version will require grad students to investigate selected methods/topics beyond what is expected of undergrads. No prerequisites.
- BIO 5333. Marine Biology** Overview of the diverse discipline of marine biology. Emphasis on life history but will incorporate aspects of chemistry, microbiology, and ecology of marine systems. Also included: marine fisheries, conservation biology, aquaculture, pharmacology, resource management, and public policy.

- BIO 5341. Laboratory for Animal Embryology** Two hours per week. To be taken concurrently with BIO 5343.
- BIO 5342. Laboratory for Animal Histology** Four hours per week. To be taken concurrently with BIO 5332.
- BIO 5343. Animal Embryology** Study of reproduction and development in animals, including reproductive systems, gamete formation, fertilization, early cleavage, formation of germ layers, and development of the organ systems. Lecture three hours per week.
- BIO 5351. Laboratory for Mammalogy** Three hours per week. To be taken concurrently with BIO 5342. (Course fee, \$20)
- BIO 5352. Mammalogy** Classification, distribution, structure, ecology, adaptations, and economic importance of mammals. Lecture two hours per week. Prerequisites: BIO 1301, 1303.
- BIO 5361. Laboratory for Mammalian Neurobiology** Two hours per week. To be taken concurrently with BIO 5363. (Course fee, \$20)
- BIO 5362. Applied Aquaculture** Field course in which principles are applied within several aquaculture business settings. Intended for the student interested in wildlife and fisheries biology. Prerequisites: BIO 4311 AND 4312.
- BIO 5363. Mammalian Neurobiology** A detailed study of the mammalian nervous system with particular emphasis on morphological aspects. Lecture three hours per week. Prerequisites: BIO 1301, 1303, 2201, 2203 or permission of professor.
- BIO 5371. Laboratory for Animal Ecology** Two hours per week. To be taken concurrently with BIO 5373. (Course fee, \$20)
- BIO 5372. Applied Fisheries** Field course in which principles are applied within several fisheries management settings. Intended for the Wildlife Ecology and Management major. Special course fees may apply. Prerequisite: BIO 4311.
- BIO 5373. Animal Ecology** A study of the distribution, abundance, population dynamics, behavior, and interactions of animals. Lecture three hours per week. Prerequisites: BIO 3023.
- BIO 5382. Parasitology** The parasites of vertebrates and plants with emphasis on protozoan and helminth parasites of man and domestic animals. Lecture two hours per week. Prerequisites: BIO 1301, 1303.
- BIO 5392. Laboratory for Parasitology** Four hours per week. To be taken concurrently with BIO 5382. (Course fee, \$20)
- BIO 5401. Laboratory for Ichthyology** Two hours per week. To be taken concurrently with BIO 5402. (Course fee, \$20)
- BIO 5402. Ichthyology** The taxonomy, distribution, natural history, and economic importance of fishes, with emphasis on Arkansas species. Lecture two hours per week. Prerequisites: BIO 1301, 1303.
- BIO 5403. Comparative Vertebrate Reproduction** This combined lecture/lab course surveys major events in the vertebrate reproductive cycles and patterns. Prerequisites BIO 3231 and 3233 or 3323, or permission of the instructor.
- BIO 5411. Laboratory for Herpetology** Two hours per week. To be taken concurrently with BIO 5412. (Course fee, \$20)
- BIO 5412. Herpetology** Collection, identification, classification, distribution, economic importance, and life histories of amphibians and reptiles, with emphasis on Arkansas species. Lecture two hours per week. Prerequisites: BIO 1301, 1303.
- BIO 5421. Laboratory for Ornithology** Three hours per week. To be taken concurrently with BIO 5423. (Course fee, \$20)

- BIO 5423. Ornithology** A study of the evolution, taxonomy, behavior, ecology, population biology, physiology, and conservation of birds. Lecture three hours per week. Prerequisites: BIO 1301, 1303.
- BIO 5433. Field Experience in Marine Environments** Hands-on experience with living and non-living components of marine environments. Emphasis on marine organisms and habitats but will incorporate human interactions associated with marine environments. Course is comprised of an intensive 10 day (10 hrs per day) field trip to an appropriate marine environment.
- BIO 5444. Wildlife Population Modeling** Introduction to population models, techniques to estimate demographic parameters (e.g., survival, breeding success). Statistical background recommended. Fall of even years. No pre-requisite although a statistical background such as Biological Data Analysis is recommended.
- BIO 544V. Special Topics in the Biological Sciences** Topical or technique driven seminar relating to the biological sciences that will lead to the training of students in a body of work, such as newly developed research technique/approach. Number of credit hours will vary. Prerequisites: consent of the instructor.
- BIO 5511. Laboratory for Plant Physiology** Three hours per week. To be taken concurrently with BIO 5513. (Course fee, \$20)
- BIO 5513. Plant Physiology** General principles of conduction, cellular reactions, respiration, growth, photosynthesis, movement, hormones, and metabolism in plants. Lecture three hours per week. Prerequisites: BIO 1501, 1503; CHEM 3103, CHEM 3101.
- BIO 5521. Laboratory for Wetlands Plant Ecology** Two hours per week. To be taken concurrently with BIO 5522. (Course fee, \$20)
- BIO 5522. Wetlands Plant Ecology** A study of plant responses to environmental factors during germination, growth, reproduction, and dormancy. Lecture two hours per week. Prerequisites: BIO 3123 or permission of professor or chair.
- BIO 5541. Laboratory for Mycology** Two hours per week. To be taken concurrently with BIO 5542. (Course fee, \$20)
- BIO 5542. Mycology** Morphology, cytology, genetics, and physiology of fungi. Lecture two hours per week. Prerequisites: BIO 3012, 3022; CHEM 3103, CHEM 3101.
- BIO 5551. Laboratory for Medical Mycology** Two hours per week. To be taken concurrently with BIO 5552. (Course fee, \$20)
- BIO 5552. Medical Mycology** A study of cutaneous, systemic, and opportunistic fungus diseases (mucoses) of man and other animals. Lecture two hours per week. Prerequisites: BOT 1501, 1503.
- BIO 5601. Laboratory for Limnology** Two hours per week. To be taken concurrently with BIO 5603. (Course fee, \$20)
- BIO 5603. Limnology** Physicochemical conditions of fresh water, and their effects on aquatic life; plankton analysis and bottom fauna studies. Lecture three hours per week. Prerequisites: BIO 1301, 1303; CHEM 1023, CHEM 1021.
- BIO 5613. Conservation Biology** A study of global and local biological resources, including the diversity of life, the value of biodiversity, the importance of diversity to humans and human cultures, and interdisciplinary strategies to conserve biological resources. Lecture three hours per week. Prerequisites: BIO 3023 or permission of professor.
- BIO 5623. Environmental Microbiology** A study of the physiology and diversity of microorganisms and their role in cycling of nutrients and mineralization of pollutants in the world. Prerequisites: CHEM 1023 and BIO 2103, or 4014, or 4133.
- BIO 5611. Radiation Safety** Theory and techniques for dealing with radiation and radioactive materials. Required for students wishing to use radioactive materials on campus. Prerequisite: Permission of professor.

- BIO 5633. Environmental Toxicology: Mechanisms and Impacts** Understanding the basic principles behind the study of impacts and the mechanisms of physiological disturbances associated with environmental toxicant exposure to natural systems. Prerequisites: BIO 4131, BIO 4133 and CHEM 4232 or permission of professor. Lecture three hours per week.
- BIO 5684. Biological Data Analyses** Use of statistical tests and models (regression, ANOVA, generalized linear models, and mixed-effect models, PCA) to analyze ecological/biological data. Applications using a free statistical program. Prerequisite: Applied Statistics or equivalent.
- BIO 5704. Plant Systematics** A study of the systematics, nomenclature, morphology, and identification terminology for vascular plants with an emphasis on dichotomous key-based identification of flowering plants of Arkansas.
- BIO 5714. Dendrology** A study of the systematics, nomenclature, morphology, phenology, geographic range, and natural history of woody plants with an emphasis on field recognition throughout the year.
- BIO 6001. Biological Seminar** Required of all graduate students.
- BIO 6003. Scientific Methods and Research Design** A focus on the understanding and development of the scientific method as it pertains to research. Required of the graduate life sciences major, including students studying within the Biology, Botany, Wildlife Management and Zoology emphasis.
- BIO 6013. Evolutionary Biology** A summary of current theories concerned with evolution of biological organisms. An elective course particularly directed to the needs of biological science majors including students of Biology, Botany, Zoology, and Wildlife Management. (Fall of even years)
- BIO 6113. Advanced Cell Biology** Study of recent advances in cell biology through critical analysis of current literature. Focusing on eukaryotic cell structure and function, topics may include, but not be restricted to, cellular structures and organelles; cell cycling; signal transduction; gene regulation; and intracellular trafficking. Prerequisites: A course in cell biology or permission of the professor.
- BIO 6123. Specialized Biochemistry** An advanced study of biochemical pathways leading to specialized biologically active metabolites. Emphasis will be on specialized pathways in plants and their counterparts in animals, and microorganisms.
- BIO 6143. Introduction to Biotechnology & Research Design** Study of molecular biological techniques and experimental designs through oral and written review of scientific literature. Career preparation by construction of curriculum vitae and work portfolios. Prerequisites: Students must be graduate students in a biological field of science.
- BIO 6196. Internship in Biotechnology** Participation in an internship with a private business, research center or public agency in the field of biotechnology. Included is a minimum of 300 work hours. Internship may be a volunteer or paid position. Included is the completion and approval of a synthesis paper covering methods and applications of molecular tools used during this internship. Prerequisite: BIO 6144, BIO 6154.
- BIO 6301. Aquatic Biology** The collection, identification, and study of aquatic invertebrate and vertebrate animals with emphasis on life history, ecology, and importance to man. Lecture one hour per week. Prerequisites: BIO 1503, 1501, 1303, 1301.
- BIO 6302. Laboratory for Aquatic Biology** Four hours per week. To be taken concurrently with BIO 6301. (Course fee, \$20)
- BIO 6311. Laboratory for Medical and Veterinary Entomology** Two hours per week. To be taken concurrently with BIO 6313. (Course fee, \$20)
- BIO 6313. Medical and Veterinary Entomology** A study of the taxonomy, biology and control of arthropods associated with human and animal diseases. Lecture three hours per week. Corequisite: BIO 6311.

- BIO 6321. Laboratory for Insect Taxonomy** Two hours per week. To be taken concurrently with BIO 6322. (Course fee, \$20)
- BIO 6322. Insect Taxonomy** A survey of the orders and families of insects designed to familiarize the student with the use of taxonomic literature and keys. Lecture two hours per week. Prerequisites: BIO 3301 and 3303 or permission of professor.
- BIO 6331. Laboratory for Comparative Ethology** Two hours per week. To be taken concurrently with ZOOL 6312. (Course fee, \$5)
- BIO 6332. Comparative Ethology** Description of the known behavioral adaptations of animals to their environments with emphasis on adaptive significance, including an introduction to objective analysis of behavior patterns. Lecture two hours per week. Prerequisites: BIO 1301,1303.
- BIO 6342. Natural History of the Vertebrates** The study of the classification and natural history of vertebrates. Lecture two hours per week. Prerequisites: BIO 1301,1303.
- BIO 6343. Cell & Molecular Neurobiology** This course provides an understanding of how the nervous system functions on a molecular and cellular level through lectures and discussions of original scientific papers related to lecture topics. Three hours per week. Prerequisite: Course(s) in basic neurobiology or permission of instructor.
- BIO 6351. Laboratory for Comparative Physiology** Three hours per week. To be taken concurrently with BIO 6353. (Course fee, \$5)
- BIO 6352. Laboratory for Natural History of the Vertebrates** Four hours per week. To be taken concurrently with BIO 6342. (Course fee, \$20)
- BIO 6353. Comparative Physiology** Comparison of nutrition, water balance, excretion, transport mechanisms, temperature regulation, metabolism, reproduction and nervous coordination set in a phylogenic format. Emphasis would be on the evolution of animal processes in relation to the environment. Lecture three hours per week. Prerequisites: BIO 1301,1303.
- BIO 6371. Practicum I** Practicum in biology requires the completion of a minor project in the biological sciences as approved by the student's advisory committee. To be completed by MA students as part of their core curriculum.
- BIO 6372. Practicum II** Practicum in biology requires the completion of a major project in the biological sciences as approved by the student's advisory committee. To be completed by MA students as part of their core curriculum.
- BIO 638V. Thesis**
- BIO 6503. Mechanisms of Speciation** A study of genetic, environmental and historical factors which modify all species with emphasis on the effects of mutation, selection, and ploidy upon plant genetic systems. Lecture three hours per week. Prerequisite: BIO 3013.
- BIO 6513. Global Change Biology** Ecological and evolutionary impacts of anthropogenic global changes. Investigation of pollution, climate change, land use change, and species invasions as important factors involved in losses of and changes in distributions of biodiversity. Prerequisite: This course will serve graduate students in biological sciences and environmental sciences. Previous coursework in Ecology is strongly recommended.
- BIO 6601. Laboratory for Environmental Systems Analysis** Laboratory three hours per week. To be taken concurrently with ENVR 6103 and BIO 6603. (Course fee, \$5)
- BIO 6603. Environmental Systems Analysis** Environmental problem-solving utilizing systems modeling and applied statistical analysis. Use of the microcomputer as an analytical tool will be emphasized. Prerequisites: one semester of calculus, one semester of statistics, BIO 4633,5633, or permission of professor. Lecture three hours per week.

- BIO 6621. Laboratory for Case Studies in Ecosystem Management** Field and laboratory experiences in evaluation of ecological, economic and sociological aspects of management of water, soil, and air resources. Course will emphasize data collection, analysis and reporting. Prerequisites: BIOL 3023 or 4373, 5633 and 6603 or permission of professor. Laboratory three hours per week. (Course fee, \$5)
- BIO 6633. Population Community Ecology** An overview of principles, applications, and modeling of population and community ecology.
- BIO 6623. Case Studies in Ecosystem Management** Evaluation of ecological, economic and sociological aspects of management of water, soil and air resources. Content will vary based on current topics of importance in the field of environmental science. Prerequisites: BIO 3023 or 4373 , 5633 and 6603 or permission of professor. Lecture three hours per week.
- BIO 6653. Aquatic Ecotoxicology** A study of the effects of contaminants in water, their accumulation in the biota, and the functional response of populations to specific contaminants. Lecture three hours per week. Prerequisites: BIO 5603, or BIO 6301, or permission of professor.
- BIO 680V. Independent Study**
- BIO 7161. Responsible Conduct in Research** A one credit hour course providing training on ethical behavior in sciences.

Environmental Sciences (ESCI)

- ESCI 613V. Independent Research in Environmental Sciences** Independent investigations by a student or students directed by faculty and researchers that culminate in the development of or training in new techniques for the production of published findings. As with other independent study courses, the supervising faculty member, number of credit hours and project description will vary. Prerequisites: Admission to the M.S. program or consent of instructor.
- ESCI 614V. Environmental Sciences Internship** Off-campus directed experience with environmental management and research with agencies, industries, consultants, municipalities, nonprofit groups or applicable institutions and operations. Independent work experiences by students directed by faculty and mentored by sponsors that culminate in elaboration of their focus area through professional exposure and training. As with similar independent study courses, the supervising faculty member, number of credit hours and project description will vary. Prerequisites: Admission to the M.S. program or consent of instructor and sponsor.
- ESCI 6221. Supervised Teaching** Teaching experience under the mentorship of faculty who assist the student in planning for the teaching assignment, observe and provide feedback to the student during the teaching assignment, and evaluate the student upon completion of the assignment.
- ESCI 6303. Global Water Issues** Overview of current and historical water quality and quantity issues shaping human civilization. Emphasizes water issues facing regions of dense population and intensive agriculture. Importance of ground and surface water, ecosystems, sustainability, economic and policy issues of water are investigated.
- ESCI 6323. Population Community Ecology** An overview of principles, applications, and modeling of population and community ecology.
- ESCI 6343. Green Chemistry** Principles of Green Chemistry; Overview of chemistry topics that deal with issues relating to climate change. The science behind the discovery and performance of safer, cleaner, and more efficient chemical processes and products energy systems and the role of biofuels. Prerequisite, a first and second semester chemistry course sequence.
- ESCI 689V. Thesis**

ESCI 7111. Seminar in Environmental Sciences Reports on and discussions of current topics in the environmental sciences. Presentations and discussion by faculty and students. May be repeated as topic varies. Prerequisites: Admission to the Ph.D. program or permission of professor. Master and specialist level students may enroll in this course with permission of professor.

ESCI 7121. Topical Seminar in Environmental Sciences Reports on and discussions of a single topic or small set of related topics in the environmental sciences. Presentations and discussion by faculty, invited speakers and students. May be repeated as topic varies. Prerequisites: Admission to the Ph.D. program or permission of professor. Master and specialist level students may enroll in this course with permission of professor.

ESCI 713V. Independent Research in Environmental Sciences Independent investigations by a student or students directed by faculty and researchers that culminate in the development of or training in new techniques for the production of published findings. As with other independent study courses, the supervising faculty member, number of credit hours and project description will vary. Prerequisites: Admission to the Ph.D. program or consent of instructor.

ESCI 714V. Environmental Sciences Internship Off-campus directed experience with environmental management and research with agencies, industries, consultants, municipalities, nonprofit groups or applicable institutions and operations. Independent work experiences by students directed by faculty and mentored by sponsors that culminate in elaboration of their focus area through professional exposure and training. As with similar independent study courses, the supervising faculty member, number of credit hours and project description will vary. Prerequisites: Admission to the Ph.D. program or consent of instructor and sponsor.

ESCI 7151. Responsible Conduct in Research Responsible Conduct in Research is a 1 credit hour course offered during the fall semester. This seminar is designed to introduce graduate students and research professionals to the issues associated with responsible conduct in research. It is designed for graduate and postdoctoral trainees, and for faculty. This seminar course is required for all graduate students in the Environmental Sciences program. This seminar is designed to introduce graduate students and research professionals to the issues associated with responsible conduct in research. Frank discussion of these issues and awareness of consequences of irresponsible conduct is critical to the development of a science workforce that has the ethical training and integrity needed to work in today's increasingly complex science and technology fields.

ESCI 7251. Mentored Teaching Structured instruction and practice of concepts and strategies of college teaching for doctoral students in the Environmental Sciences. With this preparation and sufficient topical background, students will be prepared to teach ASU 1000 level general education lectures sections in the natural, social, or life sciences. Restricted to Environmental Sciences Ph.D. students.

ESCI 889V. Dissertation

Molecular Biosciences (MBS)

MBS 6001. Fundamentals of Entrepreneurship for Scientists Entrepreneurship from discovery through protected intellectual property. Information about the fundamental processes required to protect new inventions. Including definitions of intellectual property, necessary record keeping, disclosure options for protecting IP and patent application process.

MBS 6213. Advanced Cell Biology Study of recent advances in cell biology through critical analysis of current literature. Focusing on eukaryotic cell structure and function, topics may include, but not be restricted to, cellular structures and organelles; cell cycling; signal transduction; gene regulation; and intracellular trafficking. Prerequisites: A course in cell biology or permission of professor.

- MBS 6233. Specialized Biochemistry** An advanced study of biochemical pathways leading to specialized biologically active metabolites. Emphasis will be on the specialized pathways in plants and their counterparts in animals, and microorganisms. Prerequisites: CHEM 4243 or permission of instructor.
- MBS 6243. Molecular Genetics and Genomics** An advanced treatment of genetics in microbial, animal, and plant systems, focused on the biochemical and molecular aspects of genetics structure and function. Information derived from current and recent genomic analyses and genomic comparisons will be included. Prerequisite: CHEM 4243 or permission of instructor.
- MBS 6251. Techniques in Molecular Biosciences** Training in major technical and analytical skills required for contemporary molecular biosciences research. Topics, identified by subtitles, will vary by semester. May be repeated up to 12 credit hours with unduplicated subtitles.
- MBS 689V. Masters Thesis** This course is restricted to students admitted to the M.S. in Molecular Biosciences Program.
- MBS 7111. Seminar in Molecular Biosciences** Reports on and discussions of current topics in Molecular Biosciences, and other science topics. Presentations and discussion by faculty and students. May be repeated. Prerequisites: Admission to the MBS Ph.D. program or permission of professor.
- MBS 712V. Topics in Molecular Biosciences** In-Depth study of specific areas related to Molecular Biosciences. Multidisciplinary involving extensive discussion and critical analysis of current literature. May be repeated as topic varies. Prerequisite: two MBS core classes or permission of instructor.
- MBS 713V. Independent Study in Molecular Biosciences** Independent investigation of a particular topic or technique, directed by faculty that culminates in the development of or training in new techniques or publishable discoveries. May be repeated as topic varies. Prerequisites: Open to all graduate students with consent of instructor.
- MBS 7151. Responsible Conduct in Research** A one credit hour course providing training on ethical behavior in sciences.
- MBS 7251. Mentored Teaching** Structured instruction and practice of concepts and strategies of college teaching for doctoral students in Molecular Biosciences. With this preparation, and sufficient topical background. Students will be prepared to teach ASU 1000 level general education lecture sections in the natural and life sciences.
- MBS 889V. Dissertation**

DEPARTMENT OF CHEMISTRY AND PHYSICS

Chemistry (CHEM)

- CHEM 5043. Environmental Chemistry** An overview of the chemistry of natural waters, soils, and the atmosphere. Emphasis will be on the chemical and biological agents which affect the quality of the environment. The most commonly used analytical techniques and quality assurance/control procedures will be covered. Prerequisites: CHEM 3103 and CHEM 3101.
- CHEM 5204. Inorganic Chemistry** Includes the recent concepts of bonding and molecular structure as well as some of the less common chemistry of the elements. Lecture three hours, laboratory three hours per week. Prerequisites: CHEM 3121, 3123.
- CHEM 5224. Instrumentation** Applications and operation theories of modern instruments. Laboratory includes use of gas chromatography; infrared, ultraviolet-visible, atomic absorption spectroscopy; and electrochemical techniques. Lecture two hours, laboratory six hours per week. Prerequisites: CHEM 3054, 3121, 3123.

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

- CHEM 5241. Biochemistry Laboratory** Experiments aimed to acquaint the student with problems and more important methods of biochemical research. Laboratory three hours per week. Corequisite: CHEM 5243.
- CHEM 5243. Biochemistry** Presentation of the important areas of modern biochemistry and a description of methods commonly employed in biochemical research. Lecture three hours per week. Prerequisites: CHEM 3111 and 3113.
- CHEM 5443. Advanced Biochemistry** The second semester continuation of biochemistry. Topics will focus on anabolic metabolism and bioinformation processes vital in biological systems. Current research in biochemistry and medical correlates will also be discussed. Prerequisite: CHEM 4243
- CHEM 6144. Environmental Instrumentation** Principles of operation and applications of modern instrumental techniques used in environmental science. Particular emphasis will be placed on GC, GC/MS, HPLC, AA, UV/VIS, and FTIR. Lecture two hours, laboratory six hours per week. Prerequisite: CHEM 5043.
- CHEM 6233. Specialized Biochemistry** An advanced study of biochemical pathways leading to biologically active metabolites. Emphasis will be on specialized pathways in plants and their counterparts in animals, and microorganisms. Aspects of metabolic engineering, chemical ecology and applications of specialized metabolites in medicine and agriculture will be discussed. Prerequisite: CHEM 5243 or equivalent; course in plant physiology and molecular biology are advantageous.
- CHEM 6273. Research in Chemistry** Directed laboratory study in a specialized aspect of chemistry designed to provide experience in independent investigations. May be taken up to three times (i.e. 9 hours) as the focus of the laboratory research evolves. Prerequisites: Permission of research advisor and Chair of the Department of Chemistry & Physics. The course is restricted to students earning a Master's degree in Chemistry
- CHEM 6343. Special Topics** The special topic that comprises the course is selected on the basis of the needs of the graduate class. Typical topics that might be offered are: Molecular Structure, Electrochemistry, Chemicals of Pollution, Quantum Chemistry, Chemical Applications of Computer Programming, Nuclear Chemistry, and Organometallic Chemistry.
- CHEM 6353. Advanced Analytical Chemistry** A discussion of principles and methods of application of analytical chemistry to problems of analysis and the significance of data. Prerequisite: CHEM 3054.
- CHEM 6393. Advanced Organic Chemistry** Reactions, mechanisms, and structure in organic chemistry. Prerequisites: CHEM 3111 and 3113.
- CHEM 6403. Advanced Inorganic Chemistry** A study of the quantum theory of bonding, molecular structure, compound formation, and coordination chemistry. Prerequisites: CHEM 4204 and 3123.
- CHEM 6433. Advanced Physical Chemistry** A systematic, rigorous investigation of the principles of chemistry via thermodynamics, quantum theory, and chemical dynamics. Molecular and macroscopic models are developed in parallel. Prerequisite: CHEM 3133.
- CHEM 652V. Professional Internship** The requirements and credits for this course may vary widely from one student to another, involving activities ranging from practice teaching to on-the-job training in industry. Consequently, before admission to the course, a written agreement must be worked out between the student, the student's graduate committee, and any other agency involved.
- CHEM 6581. Graduate Seminar** Reports on current topics in chemistry. Presentations and discussion by faculty and students.
- CHEM 680V. Independent Study**
- CHEM 689V. Thesis**

Physics (PHYS)

- PHYS 5403. Nuclear and Particle Physics** Radioactivity and nuclear structure including nuclear disintegration and fission. Lecture three hours per week. Prerequisite: PHYS 3303.
- PHYS 5463. Advanced Mechanics** The Lagrangian and Hamiltonian formulations, rigid body mechanics and special relativity. Prerequisite: PHYS 3153.
- PHYS 5513. Advanced Electromagnetic Theory** The study of Maxwell's equations as applied to waveguides, radiation, and wave propagation in various media. Lecture three hours per week. Prerequisite: PHYS 3203.
- PHYS 5533. Solid State Physics** An introductory study of the structure and physical properties of crystalline solids, including X-ray diffraction, specific heats, free electron theory, and band approximation. Lecture three hours per week. Prerequisite: 20 hours of physics.
- PHYS 5553. Principles of Quantum Mechanics** Solutions of the Schrodinger wave equation, including the harmonic oscillator, the hydrogen atom, and perturbation theory. Lecture three hours per week. Prerequisite: 20 hours of physics.
- PHYS 680V. Independent Study** Prerequisite: Consent of Physics Faculty.

DEPARTMENT OF COMPUTER SCIENCE

Computer Science (CS)

- CS 5012. Accelerated Structured Programming** First course in programming, emphasis on programming methodology, procedural abstraction, and top down design. Introduction to string processing, file input and output, recursion, and simple data structures. Cannot be used for CS degree credit. Prerequisite, Permission of Computer Science faculty.
- CS 5022. Accelerated OOP and Fundamental Data Structures** Emphasis on object-oriented programming techniques. Introduction to abstract data types. Linked lists, stacks, queues and binary trees. Searching and sorting techniques. Cannot be used for CS degree credit. Prerequisite, Permission of Computer Science faculty.
- CS 5032. Algorithms and Advanced Data Structures** Analysis of data structures and associated algorithms. Examination of advanced tree structures, heaps, hashing techniques, and graph algorithms. Cannot be used for CS degree credit. Prerequisite, Permission of Computer Science faculty.
- CS 5113. Software Engineering I** Techniques of design, implementation, and automated tools, quality assurance, metrics, and maintenance for large scale software systems. Projects will provide team programming experience. Prerequisite: CS 3113 or "B" or better in CS 5032.
- CS 5123. Software Engineering II** Continuation of Software Engineering I; the survey techniques for dealing with large scale software systems begun there continues here. Projects will provide team programming experience. Prerequisite: CS 5113.
- CS 5133. Compilers** Techniques for the construction of compilers. BNF and EBNF representations. Lexical, syntactic and semantic analysis. Top-down and bottom-up parsing. Construction of run-time systems and symbol table routines. Code generation and optimization. Automation tools. Prerequisite: CS 3113 or "B" or better in CS 5032.
- CS 5213. Distributed Computing** Study of client-server systems, distributed databases, distributed transaction processing, and distributed applications. Provides overview of recent trends in distributed object technologies. Applications will be designed and constructed using object software architectures. Prerequisites: CS 3113 or "B" or better in CS 5032.

- CS 5223. UNIX Systems** Programming System-level programming in UNIX systems. Prerequisite: CS 3113 or "B" or better in CS 5032.
- CS 5313. Computer Networks** Issues and principles involved in the design of computer networks using the OSI reference model as a framework. Prerequisite: CS 3233 or "B" or better in CS 5032.
- CS 5413. Computer Graphics I** The creation, storage, and manipulation of models of objects and their pictures via computer. Implementation of graphics routines beginning at the device driver level and continuing with two- and three-dimensional techniques. Prerequisite: CS 3113 or "B" or better in CS 5032.
- CS 5423. Computer Graphics II** Continuation of Computer Graphics I. Techniques for generation of realistic solid models are examined. Topics include hidden surface removal, shading, shadowing, reflection, refraction, and color theory. Prerequisite: CS 5413.
- CS 5433. Artificial Intelligence** Representation of knowledge and introduction to a functional programming language; search methods and control. Typical applications of artificial intelligence. Prerequisite: CS 3113 or "B" or better in CS 5032.
- CS 5543. Database Systems** Topics include major database models; relational algebra; data independence and database normalization; entity relationship model; security, integrity, recovery and concurrency issues; physical organization of a database. Prerequisite: CS 3113 or "B" or better in CS 5032.
- CS 5713. Analysis of Algorithms** The analysis of space and time requirements of algorithms. Worst-case and average case studies. Greedy algorithms and divide-and-conquer algorithms examined. Tractable and intractable algorithms surveyed. Prerequisites: CS 3113 or "B" or better in CS 5032, and MATH 2214.
- CS 5723. Automata Theory** Study formal languages and equivalent models of computation. Finite state automata and regular expressions. Push-down automata and context free grammars. Pumping lemmas and closure properties. Turing Machines. Prerequisite: CS 3113 or "B" or better in CS 5032.
- CS 5823. Scripting Languages** Examination of scripting languages compared to conventional programming languages and construction of domain-specific solutions for common problems in GUI, networking, and web programming. Prerequisite: CS 3113 or "B" or better in CS 5032.
- CS 583V. Internship** Supervised work experience participating in application system development in a business/manufacturing environment. Grade earned will be pass or fail. Prerequisites: Permission of the Computer Science faculty, CS 3113 or "B" or better in CS 5032, and either CS 3123 or CS 5113.
- CS 6213. Parallel Processing** Parallel processing and supercomputer architecture with emphasis on efficient utilization of resources. Prerequisite: CS 3223, or "B" or better in CS 5032 and permission of professor.
- CS 6313. Data Security** Methods for protection, security, and privacy of data; access controls, authentication, cryptographic controls, information flow controls, security kernels. Security of data in networks. Prerequisite: CS 3233 or "B" or better in CS 5032.
- CS 6413. Solid Modeling** Examination of advanced modeling techniques with emphasis on radiosity. Techniques for rapid interactive display of a complex three-dimensional environment will be developed. Prerequisite: CS 3113 or "B" or better in CS 5032 or CS 5423.
- CS 6423. Robotic Software Control** Study of robot manipulators from mathematical and programmed control perspectives. Topics include kinematic representation, manipulator positioning, velocity control, and trajectory calculation. Prerequisite: CS 3113 or "B" or better in CS 5032.

- CS 6433. Natural Language Processing** Data representations used in programming computers to interpret and to generate natural language text. Background from linguistics, theoretical computer science and lexical analysis; structures and algorithms for syntactical analysis, semantic analysis, and knowledge representation. Prerequisite: CS 3113 or "B" or better in CS 5032.
- CS 6513. Data Compression and Indexing** Compressing, indexing and querying large collections of text and image data. Prerequisite: CS 5123 or CS 5713 or "B" or better in CS 5032 and permission of instructor.
- CS 6713. Advanced Analysis of Algorithms** Theoretical space and time requirements for algorithms. Prerequisite: CS 5713.
- CS 6723. Computability Theory** Turing machines and equivalent models of computation. The universal Turing machine and unsolvability results. Study of computable functions. Problem classification and hierarchy. Prerequisite: CS 5723 or "B" or better in CS 5032 and permission of professor.
- CS 6813. Seminar in Computer Science** Current topics in Computer Science. Prerequisite: CS 3113 or "B" or better in CS 5032.
- CS 6823. Special Topics** Current topics of interest to graduate computer science students. (May be repeated for credit with different subtitle. ONLY six hours with the same course number will count toward the degree.) Prerequisite: CS 3113 or "B" or better in CS 5032.
- CS 688V. Independent Study**
- CS 689V. Thesis**
- CS 6823. Special Topics** Current topics of interest to graduate computer science students. (May be repeated for credit with different subtitle. ONLY six hours with the same course number will count toward the degree.)
- CS 688V. Independent Study**
- CS 689V. Thesis**

DEPARTMENT OF MATHEMATICS AND STATISTICS

Mathematics (MATH)

- MATH 5123. Special Topics in Math and Science Education** Content-specific topics as they are related to mathematics and Science education. Does NOT apply to credit toward coursework required for the MS or MSE in Mathematics.
- MATH 5423. Modern Algebra II** A continuation of MATH 3303. Prerequisite: MATH 3303.
- MATH 5513 Applied Mathematics** A study of topics from ordinary and partial differential equations, vector analysis, and functions of a complex variable, with physical applications. Prerequisite: MATH 3254.
- MATH 5533. Numerical Methods** Algebraic, transcendental, ordinary and partial differential equations, finite differences, and integral equations. Numerical integration, error analysis, and/or other topics of numerical analysis utilizing high speed computer techniques. Prerequisites: MATH 2214 and a high level programming language.
- MATH 5553. Advanced Calculus I** The calculus of one and of several variables. Limits, continuity, sequences, differentiation, partial differentiation, integration, and infinite series. Prerequisite: MATH 3254.

- MATH 5563. Advanced Calculus II** A continuation of MATH 5553. Prerequisite: MATH 4553.
- MATH 5913. Advanced Geometry** Provides instruction to current teachers to increase mathematics content knowledge through the use of technology and cutting-edge pedagogical methods in geometry instruction. This course may not be used to satisfy a mathematics requirement for the MS or the MSE degree.
- MATH 6603. Abstract Algebra I** A study of finite groups, cyclic groups, groups with operators, right and left modules, lattices and other related topics. Prerequisite: MATH 3303.
- MATH 6613. Abstract Algebra II** A continuation of MATH 6603.
- MATH 6623. Differential Geometry** An introduction to manifolds, connections, differentiable structures and related topics. Prerequisite: MATH 6753.
- MATH 6643. Advanced Linear Algebra** Topics to be selected from the broad range of subjects usually called linear algebra or linear mathematics, including representation theory, infinite-dimensional vector spaces, normed linear spaces, complex vector spaces, tensor products and algebras, and forms. Prerequisites: MATH 3243, 3303.
- MATH 6653. Theory of Numbers** Divisibility of integers, distribution of primes, congruences, quadratic residues, and continued fractions. Prerequisite: MATH 3303.
- MATH 669V. Seminar** Topics of interest to graduate mathematics students.
- MATH 6753. Point Set Topology** Theory of point set and abstract spaces. The real line, metric spaces, and general topological spaces. Prerequisite: MATH 4553.
- MATH 6793. Calculus of Variations** Necessary and sufficient conditions for extrema of single integral problems in the plane and three-space. Some generalizations to higher dimensions with applications. Prerequisite: MATH 4553.
- MATH 6813. Advanced Ordinary Differential Equations** Stresses the study of existence of solutions, autonomous systems and their phase space and the Lyapunov stability of solutions of differential equations. Prerequisite: MATH 4553.
- MATH 6823. Functions of a Real Variable I** Properties of sets, sequences of functions, measure theory and other related topics. Prerequisite: MATH 4553.
- MATH 6833. Functions of a Real Variable II** A continuation of MATH 6823.
- MATH 6853. Functions of a Complex Variable I** Elementary properties of a complex variable. Limits, continuity, differentiation, integration, and transformations. Prerequisite: MATH 4553.
- MATH 6863. Functions of a Complex Variable II** A continuation of MATH 6853.
- MATH 6873. Numerical Analysis I** Included are such topics as approximation, interpolation, numerical differentiation and integration, and smoothing of data. Prerequisite: MATH 4403 and a programming language such as C++ or FORTRAN, or permission of professor.
- MATH 6883. Numerical Analysis II** Included are such topics as Gaussian Elimination, least squares methods, eigenvalues and eigenvectors, the QR algorithm, and interactive methods. Prerequisite: MATH 6873 or permission of professor.
- MATH 680V. Independent Study**
- MATH 689V. Thesis**

Statistics (STAT)

- STAT 5463. Probability and Statistics II** Point and interval estimation, testing hypotheses, standard statistical tests, correlation and regression, and non-parametric methods. Prerequisite: STAT 5453.
- STAT 6613. Nonparametric Statistics** Topics include hypothesis testing using data from unknown distributions, tests of independence, tests of goodness-of-fit, rank correlation, and simple linear regression. Prerequisite: STAT 3233 or equivalent.
- STAT 6623. Statistical Methods with SAS Programming** Point estimation, interval estimation, and tests of significance for comparing two population means and proportions. Power analysis and choosing sample size. Nonparametric methods and Chi-square tests. Linear regression, analysis of variance and multiple comparison procedures. Other topics as time permits. Prerequisite: STAT 3233 or equivalent.
- STAT 6643. Multivariate Analysis** Topics include the bivariate normal distribution, multiple and partial correlation, canonical correlation, discriminate analysis, multivariate analysis of variance (MANOVA), and factor analysis. Prerequisite: STAT 3233, MATH 3243, or equivalent.
- STAT 6653. Data Analysis I: Regression Analysis** Simple and multiple linear regression, related estimation and hypothesis testing, model selection, examination of residuals, multicollinearity diagnostics, outliers and influence, qualitative predictor variables, logistic regression. Prerequisite: STAT 3233 or equivalent.
- STAT 6663. Data Analysis II: Analysis of Variance (ANOVA)** Single-factor, two-factor, and multifactor analysis of variance (ANOVA), related estimation and hypothesis testing, multiple comparison procedures, random effects models, analysis of covariance, ANOVA in some standard experimental designs. Prerequisite: STAT 6653 or permission of instructor.
- STAT 6673. Design of Experiments** Replication, randomization, and blocking, analysis of variance, full and factorial experiments at two and three levels, effect aliasing, design resolution and minimum aberration criteria, nonregular designs and complex aliasing, introduction to response surface methodology. Prerequisite: STAT 3233 or equivalent.
- STAT 6703. Statistical Analysis I** Applications of elementary statistics. Advanced principles including statistical study, data gathering, variance and covariance. Prerequisite : STAT 4453 or equivalent.
- STAT 6713. Statistical Analysis II** A continuation of STAT 6703.
- STAT 6723. Probability** Abstract probability spaces, random variables, conditional probability, independence, types of convergence, sums of independent random variable, stochastic processes. Prerequisite: MATH 4553.
- STAT 6833. Biostatistics** Applications of advanced statistical techniques to the Life and Health Sciences. Topics include estimation and hypothesis testing, single and multiway analysis of variance (ANOVA), linear regression, correlation and frequency analysis. Prerequisite: an introductory level statistics course.

INTERNATIONAL PROGRAMS

Intensive English (IEP)

IEP 5001. International Bridge Program The Graduate International Bridge Program is a course that helps students develop effective academic study skills at the graduate level, such as critical analysis of journal articles, conducting research, citing sources in papers, etc. as well as other skills such as listening and note taking and life skills necessary for adjusting to the academic community. Additionally, this course will provide English language tutoring assistance to students for any of the other classes in which they are enrolled.

The Graduate Faculty, 2016-2017

ADAMS, THOMAS MYERS, II, 1981

B.S., East Carolina University
M.A., East Carolina University
Ed.D., West Virginia University

Professor of Exercise Science

ADDAE, REJOICE, 2012

B.S.W., University of Arkansas at Pine Bluff
M.S.W., University of Arkansas at Little Rock
Ph.D., Jackson State University

Assistant Professor of Social Work

AGNEW, DAVID, 1990

B.S.A.E., University of Tennessee—Martin
M.Ed., Mississippi State University
Ed.D., Mississippi State University

Professor of Agricultural Education

AHN, JEONGHO, 2009

B.S., Kyung Hee University, Korea
M.S., Kyung Hee University, Korea
Ph.D., University of Iowa

Assistant Professor of Mathematics

AKBARI, CHRISTINA C., 2015

B.A., Lamar University
M.A., University of Houston
Ph.D., Texas Tech University Health Sciences Center

Assistant Professor of Speech-Language Pathology

ALDRIDGE, ROY LEE, JR., 2000

B.S.P.T., University of Tennessee
M.S.P.T., University of Tennessee
Ed.S., Arkansas State University
Ed.D., Arkansas State University

Professor of Physical Therapy

ALAM , MOHAMMAD ABRAR, 2015

B.Sc., Aligarh Muslim University, Aligarh, India
M.Sc., Aligarh Muslim University, Aligarh, India
Ph.D., Indian Institute of Technology, Kanpur, India

Assistant Professor of Chemistry

ALI, HASHIM, 2009

B.S., United Arab Emirates University
Ph.D., University of Iowa

Assistant Professor of Chemistry

ANDERSON, BRENDA, 2007

B.S.N., Arkansas State University
M.S.N., Arkansas State University

Associate Professor of Nursing

AMIENYI, OSABUOHIE P., 1989

B.S., Tennessee State University
M.A., Northern Illinois University
Ph.D., Bowling Green State University

Professor of Creative Media Production

ARMAH, PAUL W., 1997

B.S., University of Ghana
M.S., University College of Wales
Ph.D., University College of Wales

Professor of Agricultural Economics

ARNELL, NICOLE, 2010

B.A., Indiana University
M.F.A., Colorado State University

Associate Professor of Graphic Design

AUL, KAREN, 2015

A.S., Butler County Community College
B.S., Slippery Rock University
M.S., Robert Morris University
Ph.D., Robert Morris University

Assistant Professor of Nursing

AUSDERAN, JACOB, 2014 B.A., Ohio State University M.S., Florida State University Ph.D., Florida State University	Assistant Professor of Political Science
BALL, JERRY, 1990 B.A., Arkansas State University M.A., Arkansas State University Ph.D., University of Tennessee	Professor of English
BANTA, BRADY, 1997 B.S., Missouri Valley College M.A., Louisiana State University Ph.D., Louisiana State University M.L.I.S., Louisiana State University	Associate Professor of History —Archivist, Library & Information Resources —Associate Director, Heritage Studies Ph.D. Program
BARRETT-FOX, JASON, 2012 B.A., Bethel College M.A., University of Kansas M.A., University of Kansas Ph.D., University of Kansas	Assistant Professor of English
BARYMON, DEANNA, 2007 B.S., Arkansas State University M.S., Arkansas State University	Assistant Professor of Diagnostic Medical Sonography
BEDNAR, ANNETTE, 2010 B.S., Arkansas State University M.S., Arkansas State University	Assistant Professor of Clinical Lab Sciences
BEINEKE, JOHN, 1999 B.S., Indiana Wesleyan University M.A., Ball State University Ed.D., Ball State University	Distinguished Professor of Educational Leadership and Curriculum Professor of History
BENNETT, BOBBY D., 1991 B.S., Elmira College Ph.D., Louisiana State University	Associate Professor of Environmental Biology
BERNALES, ENRIQUE, 2012 B.A., Pontificia Universidad Católica del Perú Ph.D., Boston University	Assistant Professor in Spanish
BEVILL, SANDRA K., 1991 B.S.E., Arkansas State University M.S.E., Arkansas State University S.C.C.T., Arkansas State University Ph.D., University of Mississippi	Professor of Business Communication
BHANDARI, MANU, 2015 M.A., Pokhara University, Nepal M.A., University of Missouri-Columbia	Assistant Professor in Strategic Communication
BHATT, TANAY, 2013 B.S.E.E., Bradley University M.S.E.E., University of Texas at Dallas Ph.D., University of Texas at Arlington	Assistant Professor of Electrical Engineering
BIONDOLILLO, KRISTIN D., 1991 B.A., West Virginia University M.S., Southern Illinois University—Carbondale Ph.D., Southern Illinois University—Carbondale	Professor of Psychology
BISWAS, KOUSHIK, 2012 M.Sc., Jadavpur University (India) M.S., Texas Tech Ph.D., Texas Tech	Assistant Professor of Physics
BLUE, KAREN, 1998 B.S.N., University of Central Arkansas	Assistant Professor of Nursing

- BOHN, LISA, 2008** Assistant Professor of Theatre
B.A., University of North Carolina—Chapel Hill
M.F.A., University of North Carolina—Greensboro
- BOHN, TIMOTHY, 2008** Associate Professor of Theatre
B.A., University of Wisconsin
M.F.A., University of North Carolina
- BONNER, JOE DAVID, 1984** Assistant Professor of Music
B.A., University of Houston
M.A., Stephen F. Austin State University
- BOULDIN, JENNIFER L., 2005** Associate Professor of Environmental Biology
B.S., University of Arkansas School for Medical Sciences
Ph.D., Arkansas State University
- BOUNDS, STEVE, 2007** Associate Professor of Educational Leadership
B.A., Oklahoma Christian University
M.S., Arkansas State University
S.C.C.T., Arkansas State University
Ed.S., Arkansas State University
Ed.D., Arkansas State University
- BOVES, THAN, 2013** Assistant Professor of Avian Ecology
B.S., University of Illinois
M.S., Boise State University
Ph.D., University of Tennessee
- BOWMAN, MICHAEL, 2012** Assistant Professor, Creative Media Production
B.S., Arkansas State University
M.S., Arkansas State University
Ph.D., Arkansas State University
- BOWSER-BROWN, AUDREY, 2008** Assistant Professor, Edu. Leadership, Curriculum and Spec. Edu.
B.S.E., Arkansas State University
M.S.E., Arkansas State University
Ph.D. Iowa State University
- BOWYER, DON, 2012** Professor of Music
B.A., West Virginia Wesleyan College
M.A., California State University, Northridge
D.A., University of Northern Colorado
- BRADLEY, MARY JANE, 1987** Associate Professor of Education
B.S.E., Arkansas State University
M.S.E., Arkansas State University
Ed.S., Arkansas State University
Ed.D., University of Memphis
- BRANTLEY, SHANON, 2012** Assistant Professor of Communication Disorders
M.S., Arkansas State University
B.S., Arkansas State University
- BROWN, CHRISTOPHER R., 1990** Professor of Economics
B.A., University of Tennessee—Knoxville
M.A., University of Tennessee—Knoxville
Ph.D., University of Tennessee—Knoxville
- BRYANT, LANCE, 2007** Associate Professor of Physical Education
B.S., Mississippi State University
M.S., Mississippi State University
Ph.D., University of Alabama
- BUFORD, KELLIE, 2014** Assistant Professor of History
B.A., North Carolina State University
M.A., University of North Carolina-Greensboro
Ph.D., University of Nebraska-Lincoln
- BURCHAM, TIMOTHY N., 2013** Associate Professor of Agriculture
B.S., Mississippi State University
M.S., Mississippi State University
Ph.D., Clemson University

BURNS, RICHARD A., 1993 B.A., University of Texas B.S., University of Texas M.A., University of Texas Ph.D., University of Texas	Associate Professor of English and Folklore
BURNS, WILLIAM A., 1995 B.S., Drake University Ph.D., University of Minnesota	Associate Professor of Chemistry
BUTLER, PETER S., 2013 B.S., Austin State University M.S., University of Arkansas-Little Rock Ph.D., University of Arkansas	Assistant Professor of Counseling
BUZBY, AMY, 2011 B.A., Haverford College Ph.D., Rutgers University	Assistant Professor of Political Science
CALDWELL, DONNA, 2004 B.S., University of Central Arkansas M.Ed., University of Arkansas at Little Rock	Associate Professor of Radiologic Sciences
CALLOWAY, CATHERINE, 1983 B.A., High Point College M.A., Arkansas State University Ph.D., University of South Florida	Professor of English
CAREY, MATTHEW, 1997 B.M., Oberlin Conservatory of Music M.M., University of Michigan	Assistant Professor of Music
CARRICK, KATHLEEN, 2011 B.A., Chatham University M.S.W., Smith College Ph.D., University of Pittsburgh	Assistant Professor of Social Work
CARROLL, B. ROSS, 2011 B.S., Texas Tech University M.S., Texas Tech University Ph. D., Texas Tech University	Assistant Professor of Physics
CARROLL, KENNETH, 2002 B.A., Arkansas Tech University M.M., University of Georgia D.M.A., University of Georgia	Associate Professor of Music
CASTRO, J. JUSTIN, 2013 B.A., Northeastern State University M.A., University of Central Oklahoma Ph.D., University of Oklahoma	Assistant Professor of History
CATON, JACOB, 2012 B.A., The University of Texas at Austin Ph.D., University	Assistant Professor of Philosophy
CAVE, ERIC M., 1995 B.A., Trinity University M.A., University of California—Irvine Ph.D., University of California—Irvine	Professor of Philosophy
CHANDLER, KYLE, 2009 B.M.E., University of Northern Colorado M.M.E., University of Northern Colorado Ph.D., University of Colorado-Boulder	Assistant Professor of Music
CHANG, ERICK, 2007 B.A., Universidad Francisco Marroquin – Guatemala Licenciatura, Universidad Francisco Marroquin – Guatemala M.B.A., Texas Christian University Ph.D., Mississippi State University	Associate Professor of Management

CHOI, JEONGHEE, 2009 B.A., Ewha Womans University M.A., The University of Iowa Ph.D., The University of Iowa	Assistant Professor of Early Childhood Education
CHU, DORIS, 2003 B.A., Central Police University-Taiwan M.Ed., Oklahoma City University M.A., State University of New York-Albany Ph.D., State University of New York-Albany	Professor of Criminology
CHURCH, BRIAN, 2003 B.S., Murray State University M.A., Murray State University Ph.D., University of Alabama	Associate Professor of Exercise Science
CLARK, LAUREN SCHACK, 2003 B.M., University of Hartford M.A., Longy School of Music M.M., Northwestern University D.M.A., Boston University	Professor of Music
CLARK, LINDA DAVIS, 1970 B.A., Central Methodist College M.A., Memphis State University	Assistant Professor of Communication Studies
CLAY, LORI, 2006 B.S.N., Arkansas State University M.S.N., Arkansas State University	Project Program Specialist-Clinical Simulation
COLLINS, JANELLE, 1997 B.A., San Diego State University M.A., San Diego State University Ph.D., Washington State University	Associate Professor of English
COLLISON, CRAIG, 1998 B.M., Washington State University M.M., University of North Texas	Associate Professor of Music
COMBS, SANDRA L., 2008 B.S., University of Florida M.A., Michigan State University	Assistant Professor of Journalism
COOKSEY, LYNITA M., 1993 B.S., Arkansas State University M.S., Arkansas State University Ph.D., Oklahoma State University	Associate Professor of Environmental Entomology
COSTELLO, KRISTI, 2013 B.A., Southeast Missouri State University M.A., Southeast Missouri State University Ph.D., Binghamton University	Assistant Professor of English
COSTELLO, MATTHEW, 2014 B.A., University of Cincinnati M.A., Ohio State University Ph.D., Ohio State University	Assistant Professor of Sociology
COX, BRENT, 2011 A.A.S., Black River Technical College A.A.S., Black River Technical College B.A., Arkansas Tech University	Assistant Professor of Nursing Assistant Professor of Disaster Preparedness and Emergency Management
CRAMER, CAROLE L., 2004 B.A., University of California—Berkeley Ph.D., University of California—Irvine	Professor of Biology
CRAWFORD, JERRY, 1966 B.S., Arkansas State University M.A., University of Mississippi Ph.D., University of Arkansas	Professor of Economics

CRIST, TIMOTHY, 1999 B.M., University of Georgia M.M., University of Georgia D.M.A., University of Georgia	Professor of Music
CURTIS, JESSICA, 2015 B.A., Oklahoma State University M.S., Oklahoma State University	Assistant Professor of Psychology
DANCER, W. TERRY, 1982 B.S.E., Henderson State University M.B.A., Henderson State University Ph.D., University of Mississippi	Professor of Accounting
DAUER, ROBIN, 1987 B.A., Miami University M.M., University of Cincinnati D.M.A., University of Cincinnati	Professor of Music
DAVIS, KIMBERLEY 2013 B.S. Southern University and A & M College M.Ed. Southern University and A & M College Ph.D. Southern University and A & M College	Assistant Professor of Special Education
DAVIS, SHARON, 2009 B.A., Southern Illinois University-Carbondale M.S., Southern Illinois University-Carbondale Ph.D., Southern Illinois University-Carbondale	Associate Professor of Rehabilitation Counseling
DEAN, BLAIR, 2002 B.S.E., Arkansas State University M.S.E., Arkansas State University Ph.D., University of Arkansas	Professor of Physical Education
DEGARMO, MATTHEW, 2013 B.S., Missouri Southern State University M.A., University of Missouri-St. Louis Ph.D., Washington State University	Assistant Professor of Criminology
DOLAN, MAUREEN, 2007 B.S., Quincy University M.S., Iowa State University Ph.D., University of Florida	Associate Professor of Molecular Biology
DONAGHY, MARY ANDERSON, 1992 B.A., Stanford University M.A., American University Ph.D., American University	Associate Professor of Sociology
DRAGANJAC, MARK, 1985 B.S., Southeastern Oklahoma State University Ph.D., University of Iowa	Professor of Chemistry
DRAKE, SHAWN M., 2002 B.S., Arkansas State University M.S., Arkansas State University Ph.D., University of Southern Mississippi	Professor of Physical Therapy
EDGAR, NATHAN B., 1995 B.S., Arkansas State University M.S., University of Kansas Ph.D., University of Kansas	Associate Professor of Mechanical Engineering
EDWARDS, GARY, 2006 B.A., Abilene Christian University M.A., Abilene Christian University Ph.D., University of Memphis	Associate Professor of History
EL SAYED, ASHRAF, 2006 B.S., Cairo University, Egypt M.S., University of Alabama Ph.D., University of Alabama	Associate Professor of Civil Engineering

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